

THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.

JUL 18 1892

VOLUME XLV. No. 3.
\$2.50 A YEAR; 6 CENTS A COPY.

JULY 16, 1892.

25 Clinton Place, New York.
202 Wabash Ave., Chicago, Ill.

Latest Issues

Rickoff's (Mrs. R. D.) Supplementary First Reader	.25
White's New Course in Art Instruction:	
Books 1, 2 and 3, per doz.	1.00
Books 4 to 9, inclusive per doz.	1.80
Harper and Miller's Vergil's Aeneid. Illustrated	1.25
Harper and Tolman's Caesar. Illustrated	1.20
Harper and Burgess's Inductive Latin Primer. Illustrated	1.00
Milne's High School Algebra	1.00
Cathcart's Literary Reader—a new manual of English literature	1.15
Morris's Physical Education in the Public Schools. Illustrated	1.00
The Schoolmaster in Literature	1.40
Shoup's History and Science of Education	1.00
Davies's New Elementary Algebra	.90
Armstrong and Norton's Laboratory Manual of Chemistry. Illustrated	.50
Appleton's School Physics. Illustrated	1.20
Stewart's Plane and Solid Geometry	1.12
Lindsay's Satires of Juvenal. Illustrated	1.00
Harkness's Easy Method for Beginners in Latin. Illustrated	.90
Winslow's Principles of Agriculture	.60
Peterman's Elements of Civil Government	.60
Harper's Sixth Reader	.90
Maxwell's Advanced Lessons in English Grammar	.60

Other important works in preparation.

Books sent to any address, prepaid, on receipt of prices given.
Correspondence cordially invited.

American Book Company
NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

WORCESTER'S NEW COMPREHENSIVE DICTIONARY, FOR SCHOOL USE.

THE STANDARD IN SPELLING, PRONUNCIATION AND DEFINITION.



A NEW DICTIONARY. NEW TYPE. NEW ILLUSTRATIONS. NEW WORDS AND OLD WORDS—OVER 50,000 IN ALL.

Five Thousand Copies sent to Boston, on a single order, for use in the public schools.

"Worcester's Dictionaries should be used by the youth of the country, and adopted in the common schools."—*New York Evening Post*.
Send for circular and terms of introduction.

Large 16mo 688 Pages \$1.40.

Sent by mail to any address on receipt of price.

J. B. LIPPINCOTT COMPANY, Pubs.,
715-717 MARKET STREET, PHILADELPHIA.



Are you familiar with them?

If not, mention N. Y. SCHOOL JOURNAL, and send 16 cents, in stamps, for samples worth double the money.

JOSEPH DIXON CRUCIBLE CO., JERSEY CITY, N. J.

The Regal Desk.

Do you want to buy a School Desk?

Do you want to act as Agent for the best Desk made?

If so write for catalogue and particulars,

J. M. JEWELL & CO.,
5 E. 14th St., New York.

ANDREWS MFG. CO.,
78 Fifth Avenue, New York.
Manufacturers of *School Apparatus*.



Globes, Blackboards, Maps, Tellurians, Charts, Orreries, Andrews' Dustless Crayons and Erasers, A. H. ANDREWS & CO., 215 Wabash Avenue, Chicago.



Bank, Church, School, Lodge, and Office Furnishings.

American Desk & Seating Co.,
270-272 Wabash Ave., Chicago, Ill.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

BLACKBOARD CLOTH.

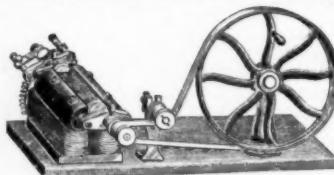
WILLIAM BEVERLEY HARISON, 69 Fifth Avenue. SCHOOL BOOKS and SUPPLIES—all kinds.

ESTERBROOK'S PENS

QUEEN & CO.,
PHILADELPHIA.
Philosophical, Electrical
AND Chemical Apparatus,



Science Apparatus for Schools and Colleges.



SCHOOL DYNAMO. Hd p'w'r, wheel 21 $\frac{1}{2}$ in. diam. At a price within the reach of every high school. The most important piece ever offered for the Class Room and Laboratory.—Send for circular.

This Company are makers of modern *Physical Instruments* and *Chemical Apparatus*. Importers of *Glass and Porcelain Ware, Optical Goods, etc.* directly from the best factories in Europe.—Name your wants and get our Catalogues and special net prices.

National Sch'l Furnishing Co.,
141-143 Wabash Ave., CHICAGO.
MENTION THIS PAPER.

NATHANIEL JOHNSON,
MANUFACTURER OF
CHURCH AND SCHOOL FURNITURE,
Reversible Settees for Sunday-Schools,
Pews for Churches, Pulpits, Etc.
127 CLINTON PLACE.
W. 8th St., near 8th Ave., NEW YORK

EAGLE NO 2 $\frac{1}{2}$
STANDARD
PENCILS.
PATENTED

EAGLE STANDARD PENCILS.
ROUND and HEXAGON.
MADE IN ALL GRADES.
SPECIAL GRADES.

1 $\frac{1}{2}$ 2 $\frac{1}{2}$ 3 $\frac{1}{2}$
for Sketch'g. Free Hand Draw'g & Artistic Use.
Correspondence solicited. Samples sent on application.
EAGLE PENCIL CO., 73 Franklin St., N. Y.

FREE IT WILL COST YOU NOTHING.
Send us your address on a postal and you will receive
the finest catalogue of PIANOS and ORGANS
in the world. It will show you how to
CORNISH & CO. SAVE \$100.
Satisfaction guaranteed before you pay. CUT THIS OUT and mail it to us.
You will be surprised at the result. But you must do it NOW. Write to
(Established 25 Years.) WASHINGTON,
New Jersey.

SCHOOL BOOKS BOUGHT.

I solicit consignments of School and College Text-Books in any quantity and in any condition. Prompt and liberal settlements have made this house the popular medium among teachers everywhere through which to effect clearances of superfluous School Books. My facilities for handling these books are unequalled. Any Publisher or Banker can give you information as to my financial responsibility.

D. A. ALLEN. 106 and 108 Wabash Ave., CHICAGO.

Per yard, one yard wide, \$.75
" " four feet " 1.00
Special Discounts to Boards
of Education or Schools.

LEADING SCHOOL NUMBERS
A1-128-333-444.
FOR SALE BY ALL STATIONERS.
THE ESTERBROOK STEEL PEN CO.,
26 John Street, New York.

892
S
N
ction.
Point.
pals
ican.
TAX
aps,
5.
class
Un-
sold
an-
flege
true-
es to
ogues
ork.
ago.
ne
au,
S.
B.
Use.
on.
Y.
Y.
ion.
on.
C.
0.
75
00
ards
8
0.
8.

July 16, 1892

THE SCHOOL JOURNAL.

51

HAVE ? YOU SEEN ?

THE
HAMMOND MANIFOLDING
ATTACHMENT
BY WHICH MANIFOLDING IS MADE EASY?



No Argument now left for
Competitors to Attack
The Hammond.

Send for Description.

THE HAMMOND TYPEWRITER CO.,
447-449 East 52nd Street, New York.

PRESCRIPTION FOR "THAT TIRED FEELING,"
USE A REMINGTON.

A NEW WHEEL! The Remington.



FITTED WITH
Cushion Tires, - \$125.00
Featherstone-Dunlop
Pneumatics, - 140.00
Bidwell-Thomas, - 140.00
N. Y. Belting and Pack-
ing Co.'s Protection
Strip, - 135.00

OUR SPECIALTIES.
Mode of Brake Construction,
Method of Affixing Cranks,
Spoke Nipple, Chain Adjust-
ment and Self-lubricating
Case-hardened Chain.

HIGHEST GRADE THROUGHOUT. FULLY GUARANTEED.
ALL PARTS INTERCHANGEABLE.

Agents wanted everywhere. Write for Catalogue and Discounts.

REMINGTON ARMS CO.,
Office: 315 Broadway, New York City. Works: At Ilion, N. Y.

BEST BOOKS FOR TEACHERS. Send for our new classified list. Just ready. Includes all the best books to date at teachers' prices. All in stock. Normal Schools and Teachers' Libraries usually buy of us.

E. L. KELLOGG & CO., Educational Pubs., 25 Clinton Pl., NEW YORK.

BOOKS FOR PRIMARY TEACHERS.

Seeley's Grube Method Arithmetic,	\$1.00	Autobiography of Frobel,	.50
" " Ideas	.30	Calkins' Ear and Voice Training,	.50
Johnson's Education by Doing	.75	Dewey's How to Teach Manners	.50
Parker's Talks on Teaching,	1.25	Augsbury's Easy Things to Draw,	.30
Patridge's Quincy Methods,	1.75	Parker's Practical Teacher,	1.50
Kellogg's School Management,	.75	First Three Years of Childhood,	1.50

E. L. KELLOGG & CO., NEW YORK AND CHICAGO.

THE IDEAL OF FLYING BEAUTY

"IMPERIAL"

MODEL "R."

Send for Catalogue, free.



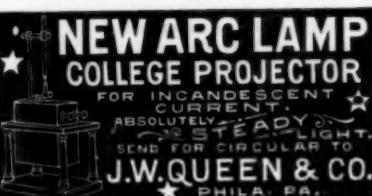
AMES & FROST COMPANY,
HIGH GRADE MAKERS,
302-4 Wabash Ave., CHICAGO.

Rest
Recreation
And a
New Lease
On Life
Will be the
Result
Of a
Vacation
Tour to
Colorado
The
Sante Fe Route
Will
Take You
Swiftly
Safely
Comfortably

C. D. SIMONSON, E. F. BURNETT,

General Eastern Agent. Eastern Pass. Agent.

261 Broadway, New York.



READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

Lehigh Blackboard Cloth Andrews Manufacturing Co., Blackboards
76 Fifth Avenue, New York.



The weary brain requires some nerve-sustaining element as food.—HERBERT SPENCER.

CROSBY'S VITALIZED PHOSPHITES

It is not a "patent medicine," but a food to the brain and nerves increasing activity and vital force, *preventing prostrating debility*. For the relief of brain weariness, nervous exhaustion, impaired vitality, sleeplessness, lassitude, night sweats, consumption, and to restore and sustain vigorous mental and physical health, there is no remedy of equal value. For thirty years endorsed by leading physicians and many of the best educators in the world. The formula accompanies each package. Pamphlet free on application to us. Druggists, or by mail (\$1) from 56 W. 25th St., New York. None genuine without this signature  Also Crosby's Cold and Catarrh Cure, Price 50 cents Payable in postage stamps.

JOSEPH GILLOTT'S STEEL PENS,

The Most Perfect Pens Made,

HAVE FOR FIFTY YEARS BEEN THE STANDARD,

His Celebrated Numbers,

303, 404, 604E.F., 351, 601E.F., 170,

and his other styles may be had of all dealers throughout the world.

GOLD MEDAL, PARIS EXPOSITIONS, 1878 and 1889.

JOSEPH GILLOTT & SONS, 91 John Street, NEW YORK.

Remington Standard Typewriter.

UNEQUALED FOR

Simplicity, Easy Manipulation,
Durability, Rapidity.



Send for Illustrated Catalogue

Wyckoff, Seamans & Benedict,
327 Broadway, New York.

"I have looked upon the work of a compositor as the best practice possible in the art of spelling, punctuation, capitalization, and formation of sentences. The necessity imposed upon the compositor to carefully construct words and sentences, letter by letter, according to correct copy, (or in the case of poor manuscript, to exercise his own knowledge of language) and afterwards correct his own errors in the types from the proof-sheet, constitutes an admirable drill, to be had only at the printers' case.

"In the typewriter we have an instrument at once convenient and available in the school-room, and nearly approaching the printers' case in usefulness as an aid in what I may call the constructive use of language."

MARSHALL P. HALL,
Chairman of School Board,
Manchester, N. H.

Horsford's

ACID PHOSPHATE,

Recommended and prescribed
by physicians of all schools

FOR

DYSPEPSIA, NERVOUSNESS,
EXHAUSTION,

and all diseases arising from
imperfect digestion and de-
rangements of the nervous sys-
tem.

It aids digestion, and is a brain
and nerve food.

Descriptive pamphlet free.

Rumford Chemical Works, Providence, R. I.

Beware of Substitutes and
Imitations.

CAUTION:—Be sure the word "Hors-
ford's" is on the label. All others
are spurious. Never sold in bulk.

CALIGRAPH.



It combines great simplicity with
great durability, and remains easily
first of all typewriters.

Send for Price Lists and Information.

THE AMERICAN WRITING MACHINE CO.

HARTFORD, CONN.

Branch Offices: 237 BROADWAY, NEW YORK.

14 W. 4TH ST., CINCINNATI, O.

1003 ARCH ST., PHILADELPHIA

ENGLISH FACTORY, COVENTRY, ENGLAND

© *Patent Dental*
Ceilings

Suitable for all classes of buildings.
Can be put on over old plaster and
are especially desirable for Schools,
Stores, Churches, Halls, Asylums, and Offices. Send for
estimates and catalogue to

A. NORTHRUP & CO., Pittsburg, Pa.

BRYANT & STRATTON BUSINESS COLLEGE,
Washington Street, Cor. Wabash Avenue, CHICAGO, ILL.

THE STANDARD INSTITUTION and the LARGEST IN THE WORLD

BUSINESS COURSE, SHORTHAND, TYPEWRITING, ENGLISH COURSE. Magnificent Catalogue, 112 large pages. 3
elegant full page engravings, mailed FREE.

KINDERGARTEN AND SCHOOL SUPPLIES. J. W.
SCHERMERHORN & CO.,
3 EAST 14TH STREET,
NEW YORK.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when com-
municating with advertisers.

BEATTY Pianos \$140, Organs \$33. Want ag't
Cat'g FREE. Dan'l F. Beatty, Wash'ton, N.J.

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLV.

For the Week Ending July 16.

No. 3

Copyright, 1892, by E. L. Kellogg & Co.

The business department of THE JOURNAL is on page 70.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.

ALADY teacher in a normal school says that several years went by without special indication. There had been a young man as a pupil who on entrance gave no promise of excelling, in fact, he was rather tolerated. His big head covered with a shock of hair rarely in a straight condition, his few words and ever open eyes, his careless dress, his stumbling over words when called on to recite—all had been the subject of comment. He took his diploma and began to teach.

Four or five years passed and his teacher happened to be in the town where he was teaching. She heard excellent reports of what he was doing; in fact they seemed so extraordinary that she wondered if it was not another person by the same name. When they met the graduate took her hand with great emotion, saying: "You don't know what you did for me. I look back to that period every day. It was heaven on earth to me. I suppose you saw how unused I was to such a place. But you did so much for me. And I am trying to make this school like the normal school."

He had become fine-looking, a well-dressed, self-poised young man. He was evidently a genuine power in that place for good. He stood for advancement in knowledge, refinement, civilization, and religion. Probably that normal school never sent out a better representative.

But the teacher—she was confused and mortified; here was a jewel of the first water and not recognized; but more, she had done him a great good and had not intended to! This was one of the mysteries. It filled her with humility. It taught her a lesson she was fain to remember in all her teaching. She liked to speak of it because it enabled her to confess the sin of omission of which she felt guilty.

It is a proper question for the teacher to ask, Am I paid for my services what they ought to bring in the market? There will be reasons why a teacher will prefer \$1000 in one place rather than \$1200 in another; but aside from that the above question will arouse serious considerations. The teacher possessing ability owes it to himself to be compensated properly. It is his duty if he is worth \$2000 to correspond with school boards who pay that sum; these are always in search of ability (except in large cities where teaching is an office). The special point made is that the teacher who feels he is capable of a broader field with enlarged compensation is not to sit down and wait for some one to hunt him up. Let him do the hunting. The various bureaus will prove of positive aid; they exist for a purpose.

THE JOURNAL believes that teachers should know something else besides the subjects taught in the "Course of Study." The World's Fair touches the teacher and school-room work at every point, if seen with a vision broad enough to grasp all its meaning and possible effect upon the future generation now at school. The vast meaning of a world-wide Exposition, and the daily advance of its various departments toward completion, can be interwoven in the middle and higher grades of school work. The children can easily be taught to watch its progress, and the lessons of universal brotherhood and mutual dependence of nations may be impressed, as the facts furnished by the material resources that will mass themselves in the various departments give the young people an idea of a world outside their own narrow limits.

To assist teachers with material at hand, from which to draw for school-room purposes, and to give teachers themselves, clear and definite ideas of the details and plans of the Exposition, THE JOURNAL will present each week, one or more of the buildings as they will appear when finished, with explanations of the special object for which each is designed. There is given this week, a large map of the Exposition grounds at Chicago, which can be easily placed upon the blackboard, as a local background, into which the imagination of the children can build the pictures of the different buildings that will follow.

Among the valuable articles to appear in THE JOURNAL will be a series on the study of minerals, by Prof. M. H. Paddock, vice-principal of the Jersey City high school. The plan will be for those who desire to study minerals to send to us for enough minerals for a class. The method of study will be outlined in THE JOURNAL. This will put the mineral to be studied in the hands of the pupil; he will make that the basis of a collection he is making for himself. These minerals will be put up in packages of 25 or 50—as may be needed; each package will contain but one kind. When that has been studied another can be purchased.

This is the season the young teacher will be asked to subscribe to an educational journal. What will he do? Let him determine first of all, to be a free man in his selection; not to feel obliged to take this one or that one to please a county superintendent or any one else. And above all to take no dollar educational paper that "throws in" a dollar book. In such an operation he will get a fifty-cent paper and a fifty-cent book. Our advice is, to get what his judgment tells him will be the most helpful in the work he is to do; that will lead him to do his work from sound and elevated principles and thus place him on higher ground next year. We are willing to abide by his judgment, directed as above stated.

Advice as to Removal.

Serious questions have been in the mind of many a teacher during the past months. One frequently asked has been: "Shall I attempt to obtain a place with a better salary?"

To do the best thing at every juncture in life requires the exercise of the judgment, and even then it is not always obtained. One of the best things is a good salary; it is to be sought for by every honorable means. But there are numerous things to be considered by the teacher that need not come into the mind of the dry-goods clerk. Many a teacher has damaged his future most seriously by going from one place to another without making or leaving a good reputation in any one of them. A clergyman of considerable eloquence accepted a place at \$1,500, and congratulated the people on the fact that the Creator had evidently guided his steps to that very spot. Before he had moved his family, another place was heard of where the salary was \$2,500. He secured this place, but held it for a year only, and had hard work to get another. A man who would move under such circumstances lacks in *staying* qualities.

A good reputation can be got only by remaining long enough in a place to have carried out some distinct and individual line of thought. While the question of salary is an important one, it is not *the* important one. Will the emergence from the present place lower the reputation? Will going to the new place tend to increase the reputation? Every effort should be made that the successive steps taken by the teacher tend to increase his reputation. A new place is to be looked at from this point of view; it is his *reputation that governs the salary*.

A principal of a ward school in an inland city had been very successful; he was exceedingly popular with all who knew him. The superintendency became vacant, and, urged by partial friends, he canvassed for it and secured it. But he was not fitted to be a superintendent—his whole skill lay in directing the daily work of a school. At the end of his two years it was decided not to have a superintendent; this was done to ease his fall. He felt he could not go back into a ward school (but this was not good judgment), and so drifted about. This incident is given to warn the aspirant not to look at every place that has a larger salary; let him look at only the one he is competent to fill. A principal of an academy was appointed to a professorship in a college; he found out in a few months his entire unfitness and cheerfully returned to his old post, which, fortunately, happened to be vacant.

Teachers are said to want business tact; and they manifest it when they remove from place to place. A clergyman takes special pains to let the whole world know of his removal, and sends word to the religious newspaper. But one looks in vain in the local newspaper or educational journal for any notice of the removal of a teacher from one town to another. This comes from the undervaluation of the work he is doing.

A well-known teacher followed this plan, and it is a model for every other teacher. Being appointed to a place as assistant in a small town he had a notice put in the local newspaper, telling where he came from, what school he had attended, etc. Of these he ordered 100 copies and mailed them to his friends. A few years after he became principal of a school in a town where there were fifteen teachers. He had a notice in the local

newspaper speaking of his services; this he had copied into the other local paper; of each he ordered 250 copies, mailing them to friends—marking the notice. In a few years he was appointed to another place; and the same course was again pursued.

The World a University.

(The following extract is from the baccalaureate sermon by Dr. Edward Everett Hale to the Harvard seniors.)

"I was greatly pleased when I received your invitation to come here to-day. It is not that one congregation of intelligent people differs much from another in the sympathy with which they listen. But it is because we who speak here always know that, from the necessity of the case, we speak to men who are going to lead. That is what college life is for, and, among friends, there is no harm in saying so.

"The university has been doing her best to make you leaders in these states, in this nation. That is what the university is for. Her boys may fail her—often do—but to her 'there's no such word as fail.' She means to do her part. And you, as you go out, are entitled to the pride—which need not be conceit or arrogance, as it need not be petty in any sense—of those who are sent out to grave responsibilities as well as great privileges, as teachers in one or another line, as leaders where courage and purity must lead, as examples—when a column is shaking, and may perhaps give way you are beginning life; with ideals and purposes wholly different from those which the man has who has not been trained to consider the public service as his first duty and his great opportunity."

"This service may not be in the field of political administration, which is in itself rather narrow. It may be in lines which look to the health of men, to their homes, to their education; it may be in the direction of their travel, in clothing them, or in housing them.

"Thirty years ago it meant war to preserve the right of freemen to self-government. The form is varied, but in one of the hundred such lines there is public service opening before every man whom I address.

"In the 'larger college of the world' you are to carry forward the training. In that larger college man has to be his own president, fellow, professor, and instructor. The world gives the diplomas, the rewards, the warnings, and the punishments, but the man himself has to be his own director. Whether he will go to chapel or not, whether he will breakfast at 7 or at 11, whether he will read or write in the morning or in the evening—all this is directed in the future for you by no coach, no calendar, no faculty, no officer, but by your own determination, foolish or wise, right or wrong, as these years of training may have made it.

"And, of a sudden, a man finds that whatever profession or calling he chooses for himself he has been appointed, by a power which he cannot escape, to be the director of his own separate life—an affair quite as difficult as giving advice to a nation.

"It is now, therefore, that every man of you will find the good of such all-round training as college life has given him. Quite beneath all discussion of electives and vocations, as whether I will be an engineer or a clergyman, is the certainty for every one who is to be a leader of men that he must be a man—to be a 'full-

July 16, 1892

THE SCHOOL JOURNAL.

55

grown man'; the old version read squarely, and none too strongly, to be a 'perfect man.'

"St. Paul puts it simply and coolly, as if that were an easy enough business, as, indeed, why should it not be—from his point of view? So many sons of God inheriting the nature of an almighty God, why should they not use almighty power? To be a man means that I shall hold my body and my mind well in hand. They shall do just what I bid them do, and it means that I myself, being of God's essence and nature, being infinite and immortal, will hold myself in such training that body and mind shall have to obey me. I am not to be marked by this appetite or that. If I bid my fingers open when they hold the glass, my fingers shall open, and the glass falls upon the floor. If I bid my brain think on pure things, and reject impure, if I bid it think on things honorable and of good report, my brain shall obey me.

"Such is to be the leading principle in the education of these 250 new colleges, in which each of you is to be president and pupil at once. Nor could I make a simpler statement of what is the purpose and hope of any university education. It is university education. It is for all-round life. It is not for this side, nor for that, but for that truly catholic range in which the whole sphere of observation and of science is included. As the word university implies, it is for the whole universe of man."



Your Aims.

If all the teachers were to write on a slip of paper the *real* aims they have in their minds as they step inside of their school doors, and these slips should be classified how large the per cent. would be, under the head, "To hear the lessons recited." Miss Griffith in the *Ohio Educational Monthly* for May, names these: 1. To get a clear understanding into the child's mind. (This is not quite the way she says it, but it is what she evidently means.) 2. To secure attention. 3. To make the child better.

Now this may not be stated with scientific accuracy, but it has much suggestiveness in its present form. The great aim is to get the mental machinery in motion. The teacher is like the sun that, in the spring, starts the machinery in the tree into activity; the machinery will work right if it is set into operation. The teacher mainly is to direct the operation of the mental machinery upon certain objects. When properly directed it will get a "clear understanding."

In order to "secure attention" there must be interest. The teacher who should write on her slip of paper, "I aim to create an interest," would be practically nearest the right. Interest awakens attention; the mental machinery goes to work, and a clear understanding follows. But in awaking an interest, there must be good judgment in selecting an object on which the intent is to be centered. Here is need of very much thought; of the deepest study. So that the teacher who should say: "My aim is to know the mental needs of the pupil," and write that on her slip of paper, would, if she added, "and I aim to interest him in what will minister to those needs," give a condensed and true statement of what should be uppermost in her mind, as she conducts the various school exercises.

There must be an ethical aim; the pupil's need is not purely intellectual; it is also ethical. He has to face duty, to distinguish right from wrong. There should be a determination to interest the pupil to consider one ethical point to-day, another to-morrow, and so on. But it must be conceived of by the teacher, that knowledge rightly adapted to the child will "correct and enlarge the heart." The quotation Miss Griffith gives for June (for which she is thanked) bears on this point: "But neither should I think the most exalted faculties of the human mind a gift worthy of the Divinity, nor any assistance in the improvement of them a subject of gratitude to my fellow creatures, if I were not satisfied that really to inform the understanding corrects and enlarges the heart."

Educational Conventions.

The University Convocation.

The thirtieth annual meeting of the teachers in colleges and academies of the state of New York, met at Albany July 6, 7, 8, in the senate chamber.

Regent Bishop Doane presided in the absence of Chancellor Curtis, and introduced President Jackson, of Tulane university, La. He spoke on "Higher Education in the South."

"The question is so large, so complicated, so fundamental, that it is difficult to grapple with. Higher education in any community means the culture and development of the thinking mind and its aim, serious thought. In this kaleidoscopic world a trained thinker, thinking serious thought, is a great being in a shallow existence, and well worthy of attention. For such a thinking mind we must have first, the mind that can be made to think, next, a propitious childhood, and third, a later environment that shall call into attention all the faculties of the soul. If, by any principle of selection, we could designate in advance who are, by divine right, the elect capacitated to master the higher education and live the intellectual life, and to give the real direction to national affairs and world progress, we should certainly attain more satisfactory results, than by trying to force it on all mankind. But there are no certain tests by which we can exactly foresee the individuals who will, or can, attain to the higher planes of thought; so that we must be contented with large average to ascertain the classes that will probably be benefited by the upper side of education.

"The great difficulty of higher education in the South is where to apply to. The same course that calls up a black sheep among the highest born may find a gifted soul in the lowliest college, and so the education could not be applied cast-iron like.

"Free higher education of the white youths of the South may be called Christianity, self-effacement, nickname it altruism; disguise it as you please; yet in the end the substance of it is love towards your neighbor.

"This makes a civilized society possible, and leaves us a hope for a future among men better than the chaotic present or the wretched past. This is to be realized in the South, as elsewhere, by higher education—the highest education—which culminates in the service of humanity in forgetfulness of self, in the performance of our duties to others."

The question whether Greek should be studied before entering college was discussed by Prof. Wheeler, of Cornell, Profs. Farr, Smith, Keyser, and Peck.

Very interesting remarks were made on the "seminar method" in colleges and universities.

Prof. E. R. A. Seligman, of Columbia college, said:

"The system is indispensable to true university work. The seminar method trains a student and teaches him how to handle the material at his disposal. It makes a student a creative and original thinker. It may be defined as a teacher with a number of advanced students where methods of original research are expounded, where the creative faculty is trained, and where the spirit of scientific independence is inculcated."

President Schurman, of Cornell, Chancellor Canfield, of Nebraska, President Andrews, of Brown university, Prof. Fullerton, of University of Pennsylvania, and Prof. Stoddard, of University of New York, discussed the subject.

Pres. Taylor presented a report on the question whether the Regents should grant degrees. Prof. Sias, Pres. Schurman, and others were opposed to this, on the ground that this was the business of the college.

In the evening 160 sat down to the annual dinner. Pres. Taylor, of Vassar, presided. Prof. Adams, of Johns Hopkins, Chancellor Canfield, of Nebraska, Prof. Emerton, of Harvard, Prof. Cohen, of Columbia, Prof. Cheney, of Cortland normal school, and others made short speeches.

Notes.

The annual meeting of the Academy, High School, and College educators is probably the most unique of all the meetings in the country. While the outcome is probably small, the satisfaction is always extensive. The gentlemen who compose the meeting may be from all the states and territories; hence it is usually a gathering of men who represent important interests. It was started to represent the academies in New York, which are under the supervision of the Regents; but it has got to be considered of a national character. The chancellor of the Board of Regents usually presides, but the power behind the throne is the secretary, Melville Dewey. Here the various meetings may learn a lesson; instead of electing a manager every year, let them have a permanent secretary, and pay him a salary, and if he does not make a success of it, then "go for him."

The annual dinner is an interesting feature, because it makes prominent the social side of the meeting. The dinner itself was a poor one; the room ill-ventilated. The speaking, excepting

Chancellor Canfield's, did not show the pedagogue in a very entertaining light. After-dinner speaking rarely enters into the calculation of the hard working teacher. Then most of the speakers had been heard from in the discussions. Bishop Doane was outspoken concerning co-education. The heartiness with which the great men among the profession greet the humbler ones is the charming thing in this meeting. A. M. K.

New York State Association.

The forty-seventh annual meeting was held at Saratoga, June 7, 8, 9. Prof. A. B. Blodgett, of Syracuse, presided. On Thursday evening, Hon. Chas. M. Davison made the welcoming address. Among other things he said :

" In a convention of teachers held not many years since, the whole of an afternoon was spent in studying the construction and anatomy of a cat's brain. And an editor of one of our leading educational journals, who expected to be here and report in the columns of his paper the full proceedings of the coming National Teachers' association, on examining its process, and the subjects to be discussed, writes for copies of the daily edition of its official organ, saying : ' It is a good deal better for me to buy *The Saratogian* than it is to be bothered with taking notes on the failure of scientific pessimism to establish cosmic suicide as an adequate solution of the world's drama.' The study of such subjects, no doubt with some serve a wise purpose, but I hesitate to believe that they should have any consideration by our public teachers in convention assembled. Then it is remembered that in our schools are many pupils of foreign birth and of foreign ideas, those who have lived at their homes in an atmosphere prejudicial to a true personal development ; those who have little, if any knowledge of the principles of a free government, how to educate these pupils, how to make them self-governing ; in other words, how to make them intelligent Americans, is a fruitful theme for discussion, more potent for good and of greater interest to the teacher, than anything that is to be found in a cat's brain, or in the knowledge of the failure of scientific pessimism."

Hon. Andrew D. White addressed the teachers :

" Nothing in the development of humanity is more pathetic than the various attempts to maintain liberty in republics. These efforts form one long series of heartbreaking disappointments. It is a story of heroism and endurance and devotion to men rather than principles ; hatred between the classes, fanaticism between party factions and bloodshed, and finally, as a culmination, ' the man on horseback ' standing on the ruins of history. Such has been the history of all republics so far, the whole multitude of republics established at different times. The shores of the world are covered with the wreckage of stranded democracies. There remains under a stable form of a republic to-day only San Marino, Switzerland, France, and the United States. All the rest are gone, drowned in anarchy and blood. What may we hope for to distinguish this republic from others. I can see but one thing and that the development of a better education among our people, and education broad enough, high enough to lift them above buffoonery and which ensures competent discussion of public affairs and above all, the realization of the value of Republican liberty and the value of men to be intrusted with the government.

" What should this education be ? I will take up merely the points of the desired system as I see it and some of the main things in its substance, especially as regards our public schools. First, primary education is the roots of the tree ; second, the intermediate, which is the trunk, and third, the university system, the spreading upper growth, drawing life through the roots and trunk, making the foliage and fruit, and in turn sending the currents of that life back through the trunk and giving new life to all. The roots, the trunk, and the branches are each necessary to the other. The public schools as the roots must gather up the nutrition for the branches and fruit and the latter must send it back to the root, and until the American people know that, we shall never have a system such as we ought to have. What now must be its substance ? Public instruction falls under four heads, intellectual, moral, physical, and religious. The cultivation of the intellect God has given, should not be principally filling the mind with facts. No large amount of facts is necessary. The main effort must be to get the pupil at a vigorous and sustained thinking. The main object then in this field is to enable a child, youth, or man to grasp a subject, hold it, and think of it. I will speak of the studies best to be taken up. They are the elements of mathematical reason, such as mental arithmetic and geography. The concentration of the mind on any given subject is the greatest help to success. In my judgment nothing is more injurious to mental precision than the habit of merely listening, merely hearing lectures while the wits are wool gathering. You ask : Where does grammar come in ? I answer nowhere (laughter) unless far better taught than at present. I mean grammars written by men to gain reputation among other grammar makers. The language I learned from philosophical grammars I don't know, now ; but the languages I learned without grammars I can now speak and carry on a fair conversation."

On Friday morning the subject of " Drawing " was presented by Miss Emma Asbrand, of Syracuse. This was followed by a discussion. H. P. Smith said that geometric ornament should be taught because it was so common. Prof. Wheelock said that

the schools had not got down to teaching drawing yet, except in a few places. E. Colby, of Rochester, said there was much interest there, more studying art, and a better comprehension of studying it. Miss Ella Richardson, of New York, made valuable suggestions that were so much appreciated that her time was extended. The teacher must observe and try to represent ; drawing is a language, a mode of expression. James R. Parsons, of Albany read a paper on " Ex-State Supt. Draper's Administration." It showed some of the things he had accomplished during the six years he was in office. Hon. Andrew D. White referred to the scholarships in Cornell and the action of Mr. Draper. Supt. Ashley, of Troy, Dr. Clark, of Canandaigua, Dr. Milne, of Albany, Major Stowitts, of Buffalo, Dr. Cheney, of Cortland, Prof. Milne, of Oneonta, and Dr. Hamilton, all spoke words of praise.

Mr. Draper responded :

" If I have had a successful administration the success did not all belong to me by any means. Without a feeling of cordiality and support on your part success could not have been attained. In the first address I made to you I had the intuitive sense to say that if I had the support of the State Teachers' Association it was because I deserved it. And I did strive to gain that support. I will never forget the acts of this association at this hour. It has been over-generous, thoughtful and kind, and I appreciate it. What of the future ? I expect to improve it. I haven't the slightest thought of falling into innocuous desuetude. I have the ambition to intimately weave the thread of my life into the greatest commonwealth of the union. It will be the greatest pleasure of my life to promote the interests of education in the state and the interests of the New York State Teachers Association."

In the evening : nominations for officers were made :

For president, George E. Hardy, New York ; vice-presidents, S. G. Williams, Ithaca, W. E. Stearns, Mohawk ; Emma A. Asbrand, Syracuse ; Jennie B. Brook, Elmira ; recording secretary, Welland Hendrick, Cortland ; James F. Steward, Little Falls ; assistant recording secretary, Prof. C. H. Van Tuyl, Hamilton ; transportation agent, Arthur Cooper, New York ; treasurer, Percy I. Bugbee, Oneonta ; superintendent of exhibits, E. C. Colby, Rochester ; executive committee, E. N. Jones, Saratoga, I. E. Young, New Rochelle. George E. Hardy of New York read a report of the committee on " Literature for Children."

He began his paper with a statement of how he once despoiled a boy in his school of a half-dime novel. It was customary to destroy these, but he read it through ; he reflected how he was once a reader of such trash himself. He felt that boys needed guidance in their reading.

He set to work to establish a library in his room and encouraged the reading of books by the pupils, just as interesting as those " wild West " stories treated as contraband. In the course of time the class library developed into a large school library and other teachers caught the idea and followed the same course. The paper was referred to a special committee.

Hon. James F. Crooker, read the annual address of the state superintendent :

" In meeting the members of this grand association I am desirous of being fraternally measured and establishing relations of friendship and confidence. My policy will be to do my duty strictly and impartially. That covers all the questions. Let us strive to work in harmony, that we may carry out our great mission. A convention like this leads to new discoveries and brings new progress necessary for the success of life. The advantages of institute work are that it broadens the teacher's field and prevents him from getting into a rut. Practical instruction should have the lead and theory should take a back seat. The prevailing method is to subject theory to practical test."

Ex-Superintendent Draper moved a resolution of thanks to Superintendent Crooker for his address. He said the resolution aimed to express the entire confidence and hearty support by the teachers of his administration. Mr. Draper's speech was greeted with hearty applause. The resolution was adopted by a rising vote.

On Saturday morning it was proposed to alter the constitution so that the association might be held in other cities than Saratoga. It was favored by Messrs. Haaren, Gunnison, Norton, and opposed by Messrs. Cook, Kellogg, James Milne.

The election resulted in the election of the officers nominated above. The committee on resolutions reported thanks to the various officers and speakers, approved of the book prepared by George E. Hardy entitled " 500 Available Books for the Young," pledged support to State Superintendent Crooker, re-affirmed recognition of Superintendent Draper's services, endorsed the movement for reorganization on a basis of representatives from each county, and thanked Superintendent Jones and others of the local committee.

Notes.

The gathering at the outset was small, the number of members was about 120 ; there were probably twice or three times that number of New York teachers present at the meetings, but they did not register because they had come as members of the Na-

tional Association in order to get low rates of travel; they objected to paying in another dollar for membership to the New York Association. It was generally understood that Prof. Norton, of the Oswego normal school, would be nominated for president, but he gave way to Mr. George E. Hardy, of New York. It was done on the express understanding that Prof. Norton should be elected next year. Let this compact be borne in mind.

The business colleges had an interesting meeting in the basement of the church. Prof. Packard was there as genial as ever. The National Council of Education held its meetings at the high school. This brought in many of the notable men in education, such as Baldwin, Calkins, De Garmo, Dickinson, Richards, Dunton, Mowry, Kiehle. This will merge into the National Association.

The general tone of the meeting cannot be said to have been high; on the contrary, it was very moderate and tame. There was not the bound and enthusiasm usually discernible. The program was published too late and not circulated. It was apparent that many were waiting until the National Association assembled before coming.

In the discussion about changing the place of meeting Ex-Dept. Supt. Skinner proposed putting the association on a representative basis; this met with approval. Probably ten years ago, I proposed this at a meeting and after much trouble and opposition it was made a part of the constitution. At one time about 50 delegates were elected by the association. This amendment was opposed by those who feared they might not be chosen and it was expunged, in my absence on account of ill-health, from the constitution. It will not become a part of the constitution again. "All things come to those who wait," was quoted by Prof. Kennedy at the above action. Congress hall has been the place for New York teachers during the week. Col. Clement has made great exertions to have every one happy. He sets a fine table and is always genial. The rooms of THE SCHOOL JOURNAL have had many visitors; indeed Room 95 has been said to be more favored than any other.

A. M. K.

The Art Exhibit.

The exhibit of drawing and other school work from the various schools of the state was undoubtedly the finest that has ever been held. It showed the great progress that has been made in drawing and form study. One needs to have in mind the exhibits of five years ago to realize the great change that has been brought about. Then there seemed to be no definite aim in view; there was no apparent relation between the work in one school and that in another; nor did the work in the lower school lay a basis for that in the higher one. Each teacher followed his own plan and the results varied accordingly. The grade course which has been adopted by the state and by the Regents of the University has evidently produced an effect. A complete revolution in the aims and methods of the instruction has been produced. Instead of teaching drawing alone by dictation and from copies, we have in its place the study of form, in models and objects and the expression of form knowledge in a wide variety of ways, through drawing, color, and the making of objects of clay, paper, wood, etc., embodying the principles of kindergarten and manual training. It is by form study and object study that the great change has come about, and flowing from this has come the immense broadening of the work in the schools.

The towns represented in the exhibit were Canandaigua, Corning, Ithaca, Jamestown, Kingston, Newburg, Poughkeepsie, Rome, Saratoga, and Syracuse; also the normal schools of Brockport, Geneseo, Oneonta, and Potsdam. The work from the above schools exemplifies the course pursued and shows what might be done throughout the state.

All this work has the same general characteristics, differing according to the individuality of the teacher. The normal schools carry the work somewhat further, especially in the pictorial line, and show good examples in light and shade. Of the towns, Newburg has the most complete exhibit, as it also has specimens of sewing, shop-work, and mechanical drawing. The special schools showing exhibits were the New York Normal Art School, the New York College for the Training of Teachers, the Y. W. C. A. of New York, and the Prang Educational Company. These exhibits show that different ideas prevailed, but the aim is apparently the same. The work was excellent and arranged to show the courses of study pursued, thus rendering it most helpful to those who found time to study it. There was also an exhibit from the Rochester Atheneum and Mechanics' Institute. This showed some advanced work of a high degree of excellence, especially in machine, architectural, and charcoal drawing, water color painting, and design.

A. M. K.

In one teachers' association recently held, the presiding officer took particular pains to thank the teachers for behaving so well. It is a little serious when newspaper reporters, after giving the subject of a paper, add, "The speaker could not be heard owing to the confusion in the audience."

American Institute of Instruction.

The sixty-third annual gathering of the American Institute of Instruction met at Narragansett Pier, July 6, with President Ray Greene Huling in the chair. Gov. Brown, of Rhode Island, and Hon. Thomas B. Stockwell, commissioner of education, welcomed the teachers in behalf of the state.

Professor Simon N. Patten, of the University of Pennsylvania, delivered an evening address on "The Economics of Education."

Wednesday was set apart as a "Grammar School Day." Professor William M. Davis, of Harvard college, gave a paper on "Geographical Illustrations." The speaker assumed that he was teaching the physical features of the state of Rhode Island with the new topographical map of that state. He suggested that an ideal bird's eye view of the state, should be placed on the blackboard, and proceeded to show how he would show that the present expression of the face of the earth was due to the natural processes of long ago. The speaker maintained that this kind of study need not be postponed to higher classes, but that the essentials are elementary and may be introduced early. It was more the novelty of this mode of presentation than the difficulty that kept it out of grammar schools.

"Arithmetic, What and How?" was the subject of the next address, by G. I. Aldrich, superintendent of schools, Newton, Mass.:

"I feel no disposition to attempt a precise answer to the query, 'What shall be taught in arithmetic?' Answers to that question will vary somewhat with the latitude of the speaker. We shall not wander far from right conclusions if we keep in mind, first, the equal or paramount claims of other branches of study; second, the limited knowledge of the subject demanded by the exigencies of after life, and third, the fact that the true importance of arithmetic is discovered when we consider it as an instrument for mental discipline, and so we come to the second and important phase of our subject. The 'what' is of comparatively little consequence; in the 'how' we face a question of vital importance. The character and value of results in any department of study will be determined by the personal qualities and professional skill of the teacher. If now we ask, 'How shall arithmetic be taught?' I answer, having regard to the less important end to be achieved—in such manner as to secure to pupils thorough and enduring knowledge of the essentials of the subject. If we should stop here, however, our investigation would be sadly incomplete. Having already observed that development is a higher result than knowledge, we need to imagine what development should come to pupils as the outcome of their study of arithmetic. We shall be helped to a satisfactory answer to this inquiry if we notice that it is possible to arrange the subject matter of arithmetic in two parts. The first part we may characterize by the term mechanical; its outcome we may name facility; the second part we may distinguish by the term rational; its outcome we may name power. Evidently arithmetic should be taught so as to secure to pupils—not to all in the same degree, but to each up to the limit of his capabilities—these two forms of training, facility and power.

Both papers were discussed with interest. Rev. Elmer H. Capen, D. D., president of Tufts college, and Mr. James A. Page, master of the Dwight school, Boston, discussed the subject of "Grammar School Reforms."

Thursday was "English Day." Miss Ellen Hyde, principal of the state normal school at Framingham, Mass., read a paper on "English in Elementary Schools." Miss Hyde felt that there was danger of neglecting the mother-tongue in the conflicting claims of algebra, Latin, and modern languages, in efforts to "enrich the grammar school course." The vocabulary, composition, and literature are the departments of English most deserving of emphasis and most in need of it at the present time. The teacher's first work is to continue and broaden the natural process of acquisition of words.

Nature study, now becoming general, is a valuable factor, but not the whole. The works of man also contribute to the vocabulary. Language study should take the place of the number lessons of the first school year. Reading is the second step in gaining a vocabulary. Most of our words are learned in this way. It seems to me a very questionable benefit to a child to teach him how to write, but not how to express his thought and feeling in appropriate words, or to teach him how to read, but not what to read.

Miss Hyde was followed by Dr. Mara L. Pratt, of Boston, who began by congratulating the teaching world that in the place of grammar and language the broader and more comprehensive term of English is creeping into the educational vocabulary.

When the importance of teaching English is fully appreciated, there will be wonderful changes in our course of study. Numbers will be thrown out of the primary grades. Bryant & Stratton efforts in penmanship will not be demanded of 5-year-olds. "I see a cat," drilled into the child, with the everlasting fetch of a capital I at the beginning and the unfailing period at the end, will not be held over the child as the one sign manual for admission to all higher life here or hereafter.

When the teacher reads to the child he can comprehend Grimm and Andersen and "The Arabian Nights," and he is alive to stories of history, biography, and travel. But when he reads for

himself, then, because he has not mastered the mechanics of reading—has not acquired a vocabulary—then he must be kept down to senseless duck and drake stories of “the two little girls who went out to walk in the green fields,” or “the good dog Prince who came to be a playmate for little Frank.”

The speaker then passed on to the subjects of language and spelling—subjects concomitant and correlative with reading in the study of English. Grammar schools should seize upon the rhetoric that the high schools now monopolize. Construction, figures of speech, study of style should be so impressed upon the child’s taste that there would be neither need nor occasion for homilies and laws concerning trashy literature.

Following this discussion, Mr. Samuel Thurber, master in the Girls’ high school, Boston, presented

“THE THREE PARTS OF ENGLISH STUDY.—THEIR CORRELATION IN SECONDARY TEACHING.”

The speaker affirmed that the term English as used in education denotes three distinct studies, which in the college sometimes have special instructors, but in high schools have to be included in the duties of one teacher. These three studies are composition, language, and literature. The tendency at present is to overestimate the importance of composition.

Composition in the high school should not be the special care of one teacher, but, as pupils write English in all kinds of exercises and for all teachers, so all teachers should be equally responsible for English composition.

The teacher of English should have for his function the scientific teaching of the language and the literature. Nothing but the dissemination of correct views of language and its laws will lift teachers above the reproach constantly made against them by scientific men, that they are the deadliest foes of the English language.

Again, the English teacher should give his pupils abundant training in literary research. By this is meant that he should accustom them to the use of libraries and lead them to see how books explain each other.

In the evening session, Prof. Lorenzo Sears, of Brown university, spoke on

“ENGLISH COMPOSITION IN COLLEGES.”

Prof. Sears believed that sufficient proficiency should have been attained before entering college, that the student could at once begin on the larger labor of conducting orderly processes of thought, for the chief feature of this stage of his education is *invention*. The student should not be sent to books of reference to know what to write about; the subjects should be as familiar to the young writer as the sights and sounds of his daily life. If he is inclined to think such themes as too commonplace for the collegiate pen he should be sent to Thoreau, Burroughs, and Lubbock to show him that it is not in the theme but in the writer to be great. Such composition will be a good preparation for that in which the writer is to supplement his partial knowledge by investigation. This phase of invention involves the skilled use of books and libraries, a part of every writer’s education.

What he produces will be either a scrapbook, made up of other men’s contributions, showing scissors and paste, or by absorption, assimilation, and reproduction it will become a new sheet, bearing the writer’s own water-mark and sign of proprietorship.

Prof. Charles F. Johnson, of Trinity college, followed with a paper on “The Development of Literary Taste in College Students.” “Any method,” said the speaker, “of working on such a heterogeneous collection of young men as make up our American colleges, must be flexible, general, and elementary. The most powerful influence that moulds college students is the college atmosphere. This depends largely on tradition, on a standard of desirable acquisition which the students come to feel is held by the community. Indeed, it sometimes seems as if one or two students who have a natural love for literature, do as much to develop literary taste as the entire body of instructors.

At the closing session Hon. Henry Sabin, ex-state superintendent of Iowa, read a paper on

“COUNTRY SCHOOLS.”

The speaker believed the country school has been injured by giving too great prominence to intellectual work. The influence of the country school must be used to restore the old-time dignity of farm labor and restrain the headlong rush from the farms to the cities. Nothing worse could happen to it than to attempt to grade it after the fashion of the city; but it may be so organized and classified as to reduce it to a regular system.

The need of the country schools is not so much close supervision as it is intelligent supervision. The course of study must be more practical, and embrace those subjects of which the illustrations are in the work at home. We can throw out one-third of the arithmetic. Then throw out half the geography and reduce the series of readers to three. Throw out the modern abomination of desolation called language lessons, and introduce one book called what it should be—a grammar of the English language. Connected with arithmetic, teach geometry as related to mensuration.

tion. Introduce civil government in connection with history; make room for nature studies, which should be largely agricultural in their nature.

This was followed by a discussion opened by George H. Martin, supervisor of the Boston public schools and recently agent of the Massachusetts board of education. He believed that small schools should be united, making it possible to secure better teachers and that closer and more intelligent supervision was the great need in country schools.

Charles Henry Douglas, superintendent at Keene, N. H., gave a paper; “The Relative Educational Value of Extension and Intension.”

“There are two groups of opposing tendencies in recent educational thought. First, to the belief that life is chiefly concerned with self-activity, emotions, thoughts, and purposes, and that education is to develop the serene power to possess the citadel of one’s soul in peace; there is opposed the assertion that life deals chiefly with material objects and physical conditions, and that the demands that make upon education are imperative. Second, the movements in elementary and higher education are divergent. The one is seeking greater breadth and the other is aiming at specialization. It is hardly credible that any of these aspects has a monopoly of the truth or of good results.

“The grammar school needs greater extension for its own sake, in order to create more centers of interest and to make possible a unification of its work. This consolidation must take place in the whole-souled interest of child-life, for intension cannot yet go deep enough to make the parts cohere through their own relations. When the lower schools have been broadened, the higher schools can give depth to much that is now without it, and can at the same time enlarge their scope.”

A discussion followed, led by Prof. Simon M. Patten, of Pennsylvania university.

The closing session was held in the evening, when Rev. C. P. Pease, of Malden, read a paper upon “The History of the Alphabet.” Dr. Robert Keep read the report from the Conference on the Relation of Colleges and Secondary Schools. The sense of the conference was, on the whole, favorable to the operation and extension of the system of admission by certificate.

The conference noted with interest the pedagogical course, more or less extended, of Harvard, Yale, Wellesley, and of other colleges, and the hope was expressed that the recognition by the colleges of the importance of teaching to students the art of pedagogy would bear fruit also in a more general practice by college professors of the principles of that art.

The report from the Conference on Promotion in Graded Schools was presented by H. S. Tarbell. Upon consideration of the various plans, the vote stood as follows: In favor of promotion upon a single examination at the end of the grade work, none; in favor of promotions depending on the average of several nominations, none; upon the pupil’s daily record, none; upon the teachers’ estimate, none; upon the supervisors’ estimate, none; upon some combination of these plans, all. The combination that received the almost unanimous approval of the conference, was: The estimate of the teacher and supervisor, supplemented by several examinations, both oral and written, at different times.

The following officers were elected for the ensuing year:

President, George H. Martin, of Massachusetts; secretary, Charles H. Parmenter, of Cambridge; treasurer, James W. Webster, of Malden, Mass. A large number of vice presidents were chosen from each New England state.

ROUND TABLE CONFERENCES.

These were something new for the institute, but they were successful beyond expectation. Two were held: One was presided over by Superintendent Tarbell, of Providence, and the discussion was on the question of “Promotions in Graded Schools.” Among the speakers were Prof. Camp, of New Haven, Supt. Francis Cogswell, of Cambridge, J. P. Page, of Boston, and Frederick S. Cutter, of Cambridge.

The other conference was under the direction of Dr. Robert P. Keep, of the Norwich Free Academy, and discussed “The Relations of Colleges and Secondary Schools.” The principal speakers were all but one on the side of the secondary schools, the exception being Mrs. Sarah Woodman Paul, of Wellesley college, who spoke from the college standpoint. Mrs. Paul was in favor of admitting to college by certificates obtained at secondary schools, but not because the plan would inure to the benefit of the college or the teacher. She believed it was not a beneficial plan for teachers or colleges, but that it was for students. Messrs. Kepp, David W. Hoyt, of the Providence high school, M. Grant Daniell, of the Chauncey Hall school, Boston, William F. Bradbury, of the Cambridge Latin school, Samuel Thurber, of the Girls’ high school, Boston, and the president of the institute, Ray G. Huling, spoke. The drift of the discussion was in the direction of an extension of certificate admissions to college.

The result of these conferences, which were informal and conversational in character, were reported to the institute in regular session.

Southern Educational Association.

The third annual meeting of this body was held at Atlanta, July 6. Hon. Solomon Palmer president. Governor W. J. Northen welcomed the teachers in a cordial speech to which President Palmer responded. Hon. W. T. Harris, U. S. commissioner of education, also made a response to the governor's speech of welcome. A cordial letter of greeting was read from Hon. E. H. Cook, president of the National Educational Association. The superintendent of education of Alabama, Hon. J. H. Harris, also spoke, and in a most complimentary vein to Atlanta, and many others gave short and interesting talks.

Second day.—Mrs. Frank Brady, of Galveston, Texas, was to read a paper on "Southern Education at the World's Fair," but she was not present. The subject, however, was fully discussed by Hon. H. Morson, Raleigh, N. C.; Superintendent W. H. Baker, Savannah; Professor R. N. Root, Lexington, Ky., and Superintendent J. H. Philips, Birmingham, Ala.

Hon. W. R. Garrett, Nashville, Tenn., delivered an address:

"THE SOUTH AS A FACTOR IN OUR NATIONAL GROWTH."

The speaker reverted to the early growth of the country, saying the history of the United States differs from and transcends any other country in that every square inch of territory it has acquired has never become the property of any other power. He described at length the slow steps of acquisition giving dates and statistics, till the purchase of Alaska in 1867. He then said:

"Fellow citizens, I love all sections. Have I uttered any treason? Have I talked anything sectional? Not a word of animosity. I love the North, the South, the East and the West. Should any one say, 'Why do you rehearse these things? Would you tell the history of the late war to children?' I would answer, 'Yes, I would tell it to them. Tell them history as it is.' My motive is to make patriots of our children."

"It is proposed that Columbus day, the 12th of October, shall be celebrated at every school-house in the land, and I hope there will not be one from which the flag of the United States will not float. Speeches will be made and the voices of the children shall pronounce the name of Columbus.

"Fellow citizens, I fought that flag once, but I loved it while I fought it. I would tell the children about the war. I would quote the language of the great Georgian whose statue stands in this capitol, the immortal words: 'We are in the house of our fathers, our brothers are our companions, we are at home to stay.' Grand words, and when the star-spangled banner waves, telling the same story that is told by that statue, 'This is the house of our fathers.' When we look at the stars on the flag.—Who placed the stars in that firmament? Our fathers! Who placed the star of Louisiana there? Thomas Jefferson. Who placed the star of Texas? What ever honor or shame attaches to it, it belongs to the South. These stars sing to the honor of our ancestors as the Stars of heaven sing the glory of God! I want our children to feel that our fathers were not drones in this hive. I want to see the star-spangled banner on every school-house on the 12th of October—the flag of our fathers—long may it wave o'er the land of the free and the home of the brave."

"MORAL CULTURE IN EDUCATION,"

was the subject of a paper by Rev. W. R. Atkinson, of Columbia, S. C.

He showed that it was not only a general feature to be introduced in every system of culture, but it has an omnipresent influence, changing the character of instruction in each department and making it thorough. The glib recital indicates familiarity with words and expressions, but not with the thought, and this superficial recital, purporting to represent knowledge of the subject, is not consistent with truth. He thanked his preceptor, Professor Coit, now of New Hampshire, for keeping him a year and a half in geometry.

At the evening session Hon. J. B. Merwin of St. Louis, editor of *American Journal*, spoke upon the subject of "Southern Literature." He considered literature the embodiment of the best thought that the human intellect has called into being. The authors of a language are the creators of its new ideas, and these ideas expressed in language make up its literature. "The object of southern writers" he said, "has not been to make money but to interpret the best life of the people." He mentioned in high praise the names of Lanier, Mrs. Preston, Maury, and Grady, saying of the latter that he caught from liberty her noblest lessons and with speech burning with eloquent thought, he was Liberty's friend and champion." Judge A. A. Gunby, of Louisiana, spoke on

"NEGRO EDUCATION BY THE STATE; ITS NECESSITY AND LIMITATION."

The speaker treated his subject under three general heads. 1. What the South has done for negro education. 2. What the South ought to do for negro education. 3. What the South will do for negro education. He said every state in the South had spent millions of dollars for negro education; that the South should educate the negro at the public expense to make of him a useful citizen, and that it will in the future help him to a better estate morally, socially, and financially. The South will do its full duty

by the negro. Prof. J. A. B. Lovett, of Alabama, discussed the question of negro education by the states.

Third day.—After a spirited discussion as to the next place of meeting President J. W. Conger, of Arkansas, read an able paper on

"CO-EDUCATION OF THE SEXES."

The speaker gave a hearty endorsement to co-education, saying it made women more womanly, and men more manly. He showed that the presence of women in the colleges refined and elevated the boys, infusing new life into all the exercises of the college, while the women were strengthened, but not in a way that would make them seek to take men's places on the rostrum, or in other places where it was not proper for them to go.

Miss Jennie M. Higbee, of Memphis, took up the subject further on "Co-Education in Character." She was not in sympathy with co-education, and made an able plea for the education of the girls.

President James Dinwiddie, of Raleigh, N. C., followed in this line of thought by speaking on the "Thorough Education of our Girls." He was not in favor of co-education, though he confessed he thought it was "good for the boys." He thought girls were mentally equal to boys, but that the fault had been in the manner of their education. At the conclusion of this address, Rev. M. K. Clements submitted the report of the committee on higher education, which recommended that a great college for women be established at some suitable place, at a cost of not less than a million of dollars.

At the evening closing session, Rev. D. J. B. Gambrell, of Mississippi, was announced to speak on "Loyalty to the South," to be followed by Dr. Chas. W. Dabney, Jr., of Tennessee, on "The Trend of Higher Education in the South." Major W. F. Slaton was elected to the presidency of the next association, amid general applause.

SPECIAL DEPARTMENTS.

Besides the general sessions there were various department meetings in the afternoons.

Department of Superintendence was presided over by Hon. J. R. Preston, of Mississippi. Subjects for discussions were: "What is Needed to raise the County School to its Proper Limit;" "The County Superintendent as a Factor in a School System;" "Scope and Value of County Institutes;" "Scope and Value of Teachers' Meetings."

Department of Higher Education, presided over by George J. Ramsay, of Louisiana.

Prof. Smith, of Alabama, talked on preparatory schools, Mr. Britain, of North Carolina, thought the difficulty in preparation was in part caused by the colleges themselves. Prof. Wyman thought the terms of admission into the colleges of the South were not high enough. Mr. Loving, of Alabama, regretted that we were getting to recognize a college on every little hill, and that every state had four or five universities.

Mr. Covington, of Texas, said, that in his state there was an understanding between the universities and the high schools, and preparatory education came nearer being complete. Mr. Jones, of Tennessee, said that lately the public school curriculum had been extended so as to meet university preparation.

Prof. Bemis, of Nashville, said there were eleven universities and forty-three colleges in Tennessee, and that some of them have only two teachers. There was a strong feeling in this department against cheap degrees, cheap colleges, and cheap universities.

DEPARTMENT OF PEDAGOGY.

Dr. W. H. Payne was the president, but being detained by illness, Supt. Smith, of Tennessee, took charge. Prof. J. W. Glenn, of Georgia, urged the need of normal institutions. Prof. Murray, of Arkansas, gave a report of the work in his state. Prof. J. M. Guilliams, of Florida, reviewed the efforts of that state, in training her teachers. Prof. J. T. Garrett, of Georgia, advocated a combination of normal and text-book training.

The Primary and Kindergarten departments was presided over by Miss Willet A. Allen. Miss Jessie Snyder, of Georgia, spoke upon "The Influence of the Kindergarten upon Primary Education." Miss K. Stout, of Texas, expressed the opinion that there was too much "Parkerism" among teachers and not enough self-reliance.

There were other departments, "Southern Literature" and "Secondary Education," the proceedings of which must be omitted here for want of space only. Only a part of the proceedings of those here mentioned could be obtained.

The closing exercises of this important convention are also missing in the reports that came to the editorial desk. But enough has been given to show the country what a "Southern educational association" can accomplish in a three days' session. After all, the printed items of a report are but indicating straws of the current of opinion at such gatherings, and many of these "straws" must necessarily be broken and pointless, in the eddying whirl of hasty, inaccurate accounts, furnished by the average, uninterested reporter of a daily newspaper. But enough has been given here

to entitle this immense convention to the high credit of a wide-awake, progressive spirit, that boldly met and wrestled with the leading questions of the day. The educators of the South know how to make such a gathering as this, one of pleasure and profit, and worthy of the popularity it will continue to deserve and enjoy.

Alabama.

The Alabama Educational Association met at Birmingham, June 28, for its eleventh annual session, with President J. H. Phillips in the chair. Hon. R. L. Thornton remarked in the address of welcome that the city of Birmingham had alone expended \$100,000 for her schools the last year, and that it was not enough. Mrs. S. F. H. Tarrant responded, saying that all the teachers present were ready to meet the generous welcome extended to them half way, and were going to enjoy all the good things of the association. President Phillips then delivered his annual address on

"THE PRACTICAL SIDE OF EDUCATION."

It was an eloquent, scholarly address that fully kept up the reputation of the speaker as one who could talk well and to the point. In the evening session, "Our School Laws" was the topic of the evening. Prof. J. K. Powers, of Florence, treated the matter of "Needed Amendments" in an able manner. His paper was discussed by Prof. C. L. McCartha, Prof. F. M. Roof, President J. A. B. Lovett, and President Powers. Principal Roof presented the claims of the Southern Educational Association and Supt. J. W. Morgan, Jr., spoke for the National Association after which the meeting adjourned.

Wednesday morning, Hon. John Gideon Harris, state superintendent of education, read an able and exhaustive paper on "Compulsory Education." Amongst other things Superintendent Harris said :

"Our unlettered citizens would, of course, resent an infringement of their right to stay away from school. But it requires an educated mind to have a full knowledge of the citizen's rights. Shall we have such a citizenship in Alabama? Has the state no rights in the domestic circle? The state must depend upon the future generation for its future. Has it not a right to compel an educated citizenship? The parent should not be put into military service or imprisoned if he fails to send his child to school. But there could be mild punitive laws that would compel them to do their duty in this respect. Shall this state stand still while others are progressing? Will public opinion not permit compulsory education? This state should have the best citizenship. It cannot get it from ignorance. I speak not as a partisan, but I do say that the state has a right to demand an educated citizenship."

Principal Douglas Allen spoke on the "Essentials for a Professional Outfit" and argued that a religious basis was necessary to make a man or woman a good teacher.

Prof. C. B. Van Wie's paper on the

"RELATION OF PEDAGOGY AND PSYCHOLOGY"

was listened to with much interest. The speaker held that it is demanded of the professional man to be not only well acquainted with the particular data of his walk in life, but he must also have a general training in literature and a comprehensive knowledge that will put him on a level with the world at large. Pedagogy deserves its place alongside of the three learned professions. Pedagogy is the science of education. The central thought of pedagogy is that of producing individual character; that of psychology to discover the laws of thought, etc. Pedagogy is concerned more with the particular object than psychology. Through the aid of psychology we find out the characteristics of each pupil. Intuition has also much to do with this.

"THE RELATION OF THE SCHOOL AND THE STATE"

was the subject of a paper by Dr. N. T. Lupton. He said that education was the subject of the day. The interest of our people in popular education, and the recognition of its importance by the two great political parties, are well shown in their national platform just enunciated. They both assert that the state should not compel education. The speaker did not believe that the government should have too much control, but that it should give a general oversight to education.

President S. L. Russell's paper was entitled "The Teacher's Citizenship." He argued that a teacher should not only teach morality, but that he should pay careful attention to personal habits. It made a difference whether a teacher had his finger nails in mourning. Such habits directly affect his citizenship.

Dr. Wright informed the association that Miss Julia Tutwiler was at Tuscaloosa endeavoring to get the trustees to open the university to women, and she had hopes of success.

At the evening session Dr. J. W. A. Wright delivered a lecture on De Soto.

Thursday Morning, after a prolonged business meeting Prof. M. C. Wilson read an able paper on the subject of "Physics." Hon. Solomon Palmer reported on the subject, "A Uniform Series of Text-Books for the Public Schools of the State," and was strongly in favor of uniform text-books. The following officers were elected for the ensuing year: Dr. Allen S. Andrews, president; J. W. A. Wright, Miss Cahalan, and Alonzo F. Hill,

vice-presidents; J. W. Morgan, Jr., secretary; M. K. Clements, treasurer.

DIFFERENT DEPARTMENTS.

Elementary Department.—Mrs. W. L. Hood, principal primary department of Lafayette college, gave an instructive paper on "Busy Work for Little Ones." Prof. J. B. Cunningham, of Birmingham, read a paper on "History and Geography in Grammar Grades" which showed evidence of a careful study of the subject. Prof. H. B. Burruss, of Mt. Pinson, and Prof. F. M. Roof, of Birmingham, discussed the paper. "What Shall be the Basis of Classification," was the theme of a paper by Prof. A. H. Horn given at this meeting. Prin. J. W. Beeson presented an entertaining paper on "Unconscious Tuition." "General Information" was ably discussed by Principal A. R. Priest, and "Physiology and Hygiene" by Superintendent W. E. Griffin, and others joined in the discussion. The meeting was very interesting.

Higher Education.—Professor McCorvey of the University of Alabama at Tuscaloosa, and Professor Macon, of Howard college, made appropriate remarks on the subject of "The Relations of the Common Schools and Colleges. " "The Significance of the Multiplication of Colleges and High Schools in Alabama" was discussed by Prof. A. G. Irons, of Demopolis, and he was followed by Professors Adams, Lupton, McCorvey, and Russell. "The Teaching of Moral Philosophy in High Schools and Academies" was opened by Professor Calhoun and was discussed by Professors Moore and McCartha. "Geometry: At What Stage in the Course to Begin, and How to Teach it," was a subject ably handled by Prof. J. M. Stephenson, Prof. M. K. Clements, and President J. K. Powers. "The Advantages and Disadvantages of the Lecture System in Colleges" was the subject of Prof. C. L. McCartha's paper. Dr. George A. Petrie discussed the "Money Value of a Classical Education." "The Value of Diplomas" was treated by Dr. S. W. Averitt.

Normal Department.—Prof. C. B. Van Wie, director, read a paper on "The Causes and Remedy for Inattention in Pupils." President C. B. Gibson discussed the "True Function of Normal Schools." He said: "We may be led to the discovery of their function by noticing the circumstances and necessities that gave them birth and by tracing their evolution from mere training classes in the academy to the splendid institutions all over our land whose work is that of preparing teachers for their high office. But this work of the normal school is not strictly 'professional,' as is generally believed; rather, academic work with them becomes professional. The teacher must know something more than methods. Prof. J. K. Powers believed that there was danger in going off after methods of trying to do something rather than be something. Pres. J. A. B. Lovett spoke on "The Summer Institute; Its Strength and Course of Study." He believed summer normals ought to continue four weeks during which thorough, systematic work should be done. J. T. Usry, Prof. Powers, and Prof. Gibson in discussion, were opposed to promiscuous conferring of degrees or granting certificates. A. M. has come to mean little more than Esq.

In the *Department of Supervision*, the program was full of interesting subjects but a report of the proceedings could not be obtained.

There were resolutions offered at the meeting worthy of note. Prof. Wright introduced a resolution that teachers discourage the use of tobacco by example and school requirements. After a spirited discussion, the words "example and school requirements" were omitted and the amended resolution received a favorable report. Prof. Wright attempted a resolve against the use of the rod, but it was finally left to the discretion of the teachers. Prof. Hendon offered a resolution that the association declined to make an exhibit at the state fair unless all saloon and gambling features were rigidly excluded. The report was "tabled" after much discussion. The association will probably meet at Birmingham next year.

Pennsylvania.

The annual session of the Pennsylvania State Teachers' Association was held at Beaver Falls, June 6. Dr. E. O. Lyte, Millersville, in the capacity of president delivered the inaugural address. He dwelt at length on the needs of the common schools and advocated compulsory education, an increase of salary of the teachers and better buildings. Dr. N. C. Schaeffer, of Kutztown, read a paper on "Help for Schools in Poor Districts." The subject was ably treated and the speaker closed with four prescriptions for the poor districts. First, distribute the annual appropriation so that each teacher will receive \$25 per month for 8 months in the year; second, abolish the long and short terms of the school year; third, require the judges of the courts to appoint viewers to condemn all school-houses unfit for habitation; (4) all plans for buildings to be submitted to the county superintendents. Supt. Hamilton, of Braddock, opened the discussion, and was followed by Supt. Stewart, Major G. L. Eberhart, Prof. Fisher,

July 16, 1892

THE SCHOOL JOURNAL.

61

Dr. Phillips, Prof. Cooper, and Supt. Hughes. The subject was one of evident interest to all. On Tuesday evening, Miss Mary R. Kennedy gave an exhibition of calisthenics with forty little girls from the North Braddock schools that was pronounced exceptionally fine. Prof. John R. Clark then took the audience "To and Fro in London."

Prof. H. S. Bailey, art director of Massachusetts, gave a talk on "Art in the Public Schools." The professor stated at the outset that the phrase "Art Study" was almost too broad, as the expression might be made to embrace music, sculpture, etc. He wished to refer more particularly to the study of drawing and called the attention of the audience to the difference between art and simple drawing. Miss Matilda E. Coffin who was to have spoken on "Reading in the Public Schools" was not present, and Prof. T. J. Chapman, of Pittsburg, presented the subject of "Educational Progress." The discussion of this subject was deferred to give place to an exhibition of "What First Year Pupils Can Do." This was given by Miss Elizabeth Fundenberg with children from the Osceola school, Pittsburg. The teacher asked for twelve articles to be handed from the audience on which the pupils wrote an off-handed essay. The results were reported as surprising for children between six and eight years of age and who had only been in school for ten months.

Superintendent Addison Jones, of West Chester, read a most acceptable paper on "Systematic Instruction of Music."

"The High School from a College President's Standpoint" was the subject assigned to Dr. Geo. E. Reed, president of Dickinson college, Carlisle. That gentleman being absent, Rev. Dr. Moffat, of Washington and Jefferson college, filled his place.

Miss Alice G. Myers, of Huntingdon, gave a paper on the question "Is Scientific Temperance Instruction Accomplishing its Object?" This subject came up for discussion later and Mrs. Mary H. Hunt, of Boston, Mrs. Lovell, the chairman of the W. C. T. U., of Pennsylvania, Miss E. Lloyd, and Maj. G. L. Eberhart spoke on the various phases connected with it. The discussion was an animated one.

"What Should be the Proportion of Male and Female Teachers in our Public Schools?" was the subject of a discussion opened by Miss Anna Buckbee, of Harrisburg. She was followed by Supt. W. H. Hockenberry, of Chambersburg, on the same subject. Supt. Brooks, of Philadelphia, also made a few remarks.

Dr. D. J. Waller, Jr., superintendent of public instruction, Pennsylvania, addressed the convention at length. He dwelt on the school laws of the various states governing county superintendents, and the needs of the teachers and education in Pennsylvania. "The Ultimate End of Education" was to have been discussed by Dr. E. D. Warfield, president of Lafayette college; the gentleman was not able to be present, but had forwarded his thoughts in the shape of manuscript, which was read.

The following are the officers elected for next year: President, Samuel Hamilton, superintendent of Allegheny schools; vice presidents, Miss Jennie Knott, of New Brighton. Superintendent L. E. McGinnes, of Steelton; secretary, J. P. McCaskey, editor *School Journal*, Lancaster; treasurer, David S. Keck, Kutztown. The association will meet at Media.

The exhibits from the different towns in the state were most creditable. The different cities that employ the Prang system of form study and drawing showed good specimens of work in that subject; Allegheny city gave manuscript work in various branches and a fine display of modelings and drawings; Pittsburg had an elaborate display illustrating the White system; Slippery Rock normal had an excellent display in form study and drawing, sloyd work, paper-pulp work, and penmanship; the Apollo and Rochester schools, Sharon and Braddock township schools, all presented work of more than ordinary ability.



Public Readers' Convention.

The first annual convention of public readers and elocution met at Columbia college, N. Y. City, June 28. Delegates from all parts of the country were in attendance, and about 200 were present at the opening. President John L. N. Hunt, of the board of education, gave the address of welcome.

President F. F. Mackay was chosen president, and one vice-president from every state represented at the convention.

The first paper read was written by James E. Murdoch, and it was presented to the convention by Miss Lillie Hollingshead, of Cincinnati, his granddaughter, who came to the convention in his place, as he is too ill to leave his home. His subject was "Vocal Culture" and he wrote of the necessity of a general training of the voice as a necessity equal to that of training the eyes or hands. He did not advocate any system of mechanics to compass that end, but rather a study of individual needs in each person.

He criticised severely the voice of Mrs. Kendal, while that of Fanny Davenport was held up as a model of vocal utterance. Miss Hollingshead then recited an arrangement of Ben Hur's chariot race, especially prepared by her grandfather.

Thomas C. Trueblood, of Kansas City, followed with a paper upon "The Rush System" of voice culture as first expounded by Dr. Rush, of Philadelphia, many years ago. S. H. Clark, of Toronto, F. T. Southwick, and Mrs. Harriett Webb took part in the subsequent discussion. T. J. McAvoy, of Indianapolis, read a selection from Mark Twain's writings, and Miss Mary Helena Zachos read four of Austin Dobson's dainty poems, including the "Ballade of Prose and Rhyme."

F. T. Southwick read an elaborate essay upon "Psychology and Expression," in which he traced the curious relation between the physical and the mental processes involved in reproducing in spoken words the thought in the printed page. Mr. Southwick's paper was discussed by several delegates, led by Mrs. Elizabeth Conner, of Buffalo. Mrs. Jennie E. Southwick, of the Emerson college of oratory, gave a recitation of parts of Lytton's novel describing the closing scenes in the life of "Nydia, the Blind Girl of Pompeii."

Miss Gwyneth S. King, of Washington, read "A Florentine Juliet," and Mrs. Elizabeth Mansfield Irving, of Toledo, read "Mother and Poet." The Delsarte system was the theme of a warm discussion. Miss Mary S. Thompson defined this system as an exposition of the philosophy of expression founded upon the law of correspondence. Steele Mackaye had brought it to America, and Edgar S. Werner had helped to diffuse it. Mr. Holt, Mr. Clark, Mr. Trueblood, and Miss Currier joined in this discussion, after which Mme. E. A. Alberti gave "Nearer my God to Thee" in deaf-mute pantomime, and Louis Leaky gave a deaf-mute rendering of the "Seven Ages," from "As you Like It," while the text was read by Mrs. Leaky. In addition to the announced program, Miss Bessie Marie Houghton, of Boston, gave a series of poses in costume which won applause.

Mrs. Minnie M. Jones, of Philadelphia, read a selection, "A Blind Poet's Wife," and Miss Belle Platt, of Mass., followed with a recitation. Rev. Dean Comfort, of Syracuse, gave a brief address on the "Educational Value of Aesthetic Studies," such as elocution. Mrs. Edna Chaffee Noble, of Detroit, Mich., presented a paper on "Teaching Shakespeare." This was followed by readings by Mr. L. B. C. Josephs, of New York, and Mr. Virgil A. Pinkley, of Cincinnati, O., with Original Selections. There was a discussion on Mrs. Noble's paper, and one on "The Relation of Elocution to College and University Education" in which several members took part.

A paper was given by Mrs. Anna Randall Diehl on "Reading in the Public Schools," which was quite fully discussed. Miss Lily Hoffer Wood, of New York City, gave some readings; "To-morrow at Ten," and "Renyi."

The question on "Permanent Organization" was discussed, and the following officers elected for the ensuing year:

President: Mr. F. F. Mackay, N. Y. City.

Vice-presidents: H. A. Williams, New York; A. H. Merrill, Tennessee.

Secretary: Geo. R. Phillips, New York.

Treasurer: Thomas C. Trueblood, Michigan.

In the last morning session, Geo. R. Phillips, New York City, gave a paper on "Pulpit Oratory." Dr. Trimmer, of New Jersey, and Dr. E. P. Thwing, of Brooklyn, also read papers on the same subject. Mr. Mackay also joined in the discussion.

After a reading by Mr. L. R. Hamberlin, of Richmond, Va., Mr. Geo. F. Laidlow read a paper on the "Relation of Food to Motion and Expression."

The election of directors then took place: There were twenty-one in all, seven for one, two, and three years' term of service respectively. Following this Mrs. Josephine H. Cutler, Worcester, Mass., gave a paper on "Dictionary Study," and S. H. Clark, of Toronto, Canada, on "Aesthetic Appreciation of Literature as an Aid to Reading."

At the closing session, the question of "The Relation of Voice to Respiration" was discussed.

The last crowning glory of this convention was the motion made that the title "Professor" be not used, excepting where such title is conferred by college or university. *The motion was unanimously carried.* After deciding on Chicago, and the last Monday in June, as the next place, and time of meeting, the convention adjourned.

It was full of interest and variety, from the first to the last of its unusually protracted session, lasting till Saturday afternoon. An evening reception was given the members at Hotel Brunswick, by Edgar L. Werner, editor of *The Voice Magazine*, assisted by prominent ladies. It was a delightful social feature of the occasion, and attended by more than 400 guests from every section of the country.



Punctuation points are comparatively modern. Only the period is more than 500 years old. The colon is reputed to date from 1485, the comma about 1520, the semicolon about 1570; and others have been gradually added. It is obvious, then, that writing, printing, and other orthographic arts might dispense in our day with many of their marks of punctuation, and lose nothing of the sense.—Henry A. Ford.

Missouri.

One paper among our exchanges, gives the following general facts concerning the meeting of the Missouri State Teachers' Association which held its session at Perte Springs (Warrensburg), June 21-23. It is a matter of regret that no papers were sent us, from which a detailed report could be made.

An interesting and profitable session is said to have been held, with an attendance that reached 1,200. "No such gathering of school workers was ever before seen in Missouri. It goes without saying that much good must result from the earnest and animated discussions of educational problems by such a representative body as this. That the attendance has been so large shows that the teachers in Missouri are beginning to take just pride in their profession, and that this must result in better teachers and general progress all along the line is equally certain."

The association for 1893 will be held at Perte Springs, June 20-22. The following officers were elected: H. W. Prentiss, St. Louis, president; W. J. Stevens, Webb City; L. J. Hall, Montgomery City; J. B. Scott, DeSoto; and G. W. Newton, Savannah; vice-presidents; J. R. Kirk, secretary; J. P. Gass, treasurer.

The following, from a state correspondent, is just received:

"The last session of the Missouri State Teachers' Association held at Perte Springs, Mo., June 21-23, 1892, was noted not only for the large attendance—nearly a thousand—deep interest, and great profit, but for the number of vital educational questions discussed, and for the strong organization, through committees, to press educational reforms. The following live questions were given a half day on the general program: University Extension, Annual County Institute, Missouri's Educational Policy, World's Fair, and the Articulation of the different Classes of Schools. A committee of the association had prepared an educational policy providing for slight amendments to the institute law, the adoption of a district school course of study, and the establishment of district and state institutes to train and license teachers in the higher branches.

"The state association endorsed this policy and authorized the committee to frame it into a bill, familiarize the members of the general assembly with the provisions of the bill at their homes, and to press it upon the general assembly at its next session. The association also appointed an education committee consisting of one from each congressional district, from the state university, and from each of the state normal schools, the president elect of the association, the state superintendent, and two at large. This committee was authorized, through sub-committees, to establish and push forward a Pupil's Reading Circle, a Teacher's Reading Circle, and University Extension; also to take charge of the Celebration of Columbus Day, and prepare an educational policy to be discussed at the next association. The association also recommended that the assembly authorize the appointment of an educational commission composed of representatives of the various occupations, carefully to consider all educational interests and to prepare a bill to be laid before the general assembly at its next session.

"The state was congratulated upon the preparation, printing, and distribution during the last year of a County Institute Course of Study, a District School Course of Study, and a District Institute Course of Study, and the raising (by private enterprise) of \$15,000 for library purposes.

"Immediately succeeding the state association, the second session of the Missouri State training school was held with an enrollment of 260. At the close of the two weeks' session, nearly 300 persons were licensed as institute conductors or instructors. This training school is looked upon as one of Missouri's strongest educational agents. It insures well equipped institute workers."

W.



Arkansas.

The 25th annual session of the Arkansas State Teachers' Association which closed on the 1st inst., was one of the most interesting and enthusiastic meetings ever held. All the papers which were read were excellent and all of them were highly appreciated. We think much good was accomplished by this meeting. The teachers departed to their respective homes fully enthused and were truly impressed of the importance of the great responsibilities resting upon them as teachers, and that teaching was a profession of the highest type. Our state superintendent gave a talk on the progress of the public schools in this state. He said there was not a county in the state but what had made most wonderful advancement both in the grade of teachers and schools. There were 6 normal schools, in different parts of the state supported by the state, with an attendance of 500 young teachers. Arkansas deserves great praise for the noble and grand effort she is making educationally. Officers elected for the ensuing year were: A. E. Lee, of Russellville, president; H. A. Nickell, of Ozark, corresponding secretary; T. P. Murrey, of Morrilton, recording secretary.

H. A. N.

Ozark, Ark.

The School Room.

JULY 16.—NUMBER AND PEOPLE.
JULY 23.—DOING AND ETHICS.
AUG. 20.—LANGUAGE AND THINGS.
AUG. 27.—EARTH AND SELF.

Stocks and Bonds.

By MARY R. DAVIS, Hooker School, Springfield, Mass.

EIGHTH GRADE.

What do you understand by a corporation? of what composed? how doing business?

What do we mean by capitalists? by capital stock? How is this capital stock divided? (Working and share capital.) How is the share capital divided?

Define a share; a share-holder. What rights and privileges are purchased by a share-holder with his stock? What constitutes the interest on his investment?

After a corporation is formed and in working order, how can one secure shares? When will an owner be willing to sell a hundred-dollar share for less than a hundred dollars? When will he want more than a hundred dollars a share?

Define certificate; par value. How do we speak of stock that sells "above par"? "Below par"? What is the "market value"?

In what stocks would one be most likely to invest? Are the profits on such investments always the same? How do they vary? How would the failure of any particular corporation affect the profits of the stockholders? Upon what does the extent of loss to the stockholders depend?

Define net-earnings; dividend; preferred stock. On what and how often is the dividend declared?

If instead of buying shares the capitalist loans his money to the government, railroad, or other corporation, what does he receive in return? What are such promises called? What are these bonds much like in general appearance? What is the person called who loans money and receives these bonds? What kind of a risk does the bondholder take?

What other name is given to bonds, shares, certificates of stock, etc.? Where are these securities kept? If lost or burned, can they be replaced? Under what circumstances may bonds depreciate in value? Upon what do the bonds of such companies depend for payment? (On the prosperity of the company's business.) Upon what does a state or city depend for payment of the debt when it issues bonds? Is a state or city liable to fail? How would you look upon such a failure?

Define United States bonds. How do they vary? Are they considered a safe investment? How, and by whom is the interest collected? What are coupons, and what do they signify? For how long are they of use? How are coupon bonds usually made out? (Payable to bearer.) How do registered bonds differ from coupon bonds? (They have owner's name written in the body of the document, and the government or company issuing such bonds keeps an official record of each owner's address.)

How are government bonds named? Give example. Is the owner of United States bonds taxed for the value they represent? Is a man taxed on the value represented by a railroad or other bonds?

What is the difference between a stockholder and a bondholder? (A stockholder is a proprietor; a bondholder is a creditor.)

Which is more likely to make something on his investment when business is not very prosperous? Why? Which gets the larger interest when business is flourishing? Why?

What do the quotations in the daily papers mean?

From where, and how do these reports come?

What and where is the New York exchange?

What is its membership? How is it secured? How prized?

What are these "rights of membership" called?

(Seats, sometimes worth \$24,000 besides the entrance fee of \$1,000.) To what do these members have access, and how do they buy and sell? What do we mean by "speculation in stocks"? Define "bull"; "bear."

Tell something of the language of the stock exchange. What is meant by a "corner"? Define stock-broker; brokerage; margin? About what per cent. is charged by a broker?

Write original problems.

(In teaching the above subject the teacher did not say to the class, "To-morrow, we'll take stocks and bonds," but she assigned problems for "busy work" from subjects already studied; and, when the hour for arithmetic came, having thoroughly prepared herself, she questioned the class in such a manner as to send each member to parents, cyclopedias, and business men; and the next day the pupils were full of information obtained from different sources.

After the teacher had brought out, through questioning all the principal points of the subject, the above questions were written

upon the blackboard; recited from orally, and then each pupil was required to write an essay; thus, *clearing up* the subject for each pupil, and *telling* the teacher how well she had taught or developed it.

A few problems were read; terms explained by members of the class, but they found nothing new in number work.

Below is an essay written by a pupil. It may not be correct in all statements, but has she not a clearer idea of this subject than we had under the old methods of teaching?

STOCKS AND BONDS.

A corporation is composed of men who join their money, work, and time, in doing business under the law.

A capitalist is a man who has more money than he needs for his own use, and capital stock is the amount of money put in by him and others of the corporation.

The capital stock of a corporation is usually divided into equal parts or shares, which are sold, generally at one-hundred dollars each. There are two kinds of capital, called working and share capital.

A stock or share-holder buys with his share the rights and privileges of a proprietor, and has a voice in electing officers, and transacting business of the corporation. His interest is the money gained on his investment.

After a corporation is formed and in working order, shares can only be obtained of share-holders, but share-holders are not willing to sell, unless they think the investment will fail, and then they sometimes sell for less than one-hundred dollars. A stock holder will sometimes sell for more than one hundred dollars, when the business is a paying one.

A certificate certifies that a certain man has paid for a share or shares, and is entitled to the rights and privileges of a share-holder.

The par value is the value specified on the face of a certificate. When stock is below par, we speak of it as at a discount; when above par, it is worth more than one-hundred dollars a share. The market value is what it sells for.

A man would be likely to invest in some paying stock, but the profit on stock is not always the same. If a corporation failed, the profits of the stock-holders would be less than otherwise. The extent of loss to a stock-holder depends upon the number of shares, and the amount of loss to the corporation. The net earnings of the company is what is left of their profits after all expenses have been paid. These are divided among the stockholders, yearly, half-yearly, and quarterly.

Preferred stock is one stock on which a stated per cent, is paid annually out of the net earnings before any dividend can be declared out of the common dividend. Sometimes a capitalist loans his money to the government, railroad, or other corporation, and receives in return a bond or a promissory note, and the person who receives this bond is called a bondholder.

Securities is the name sometimes given to bonds, shares, certificates, etc. These bonds are usually kept in safes, and if lost or burned can be duplicated. A bondholder takes the same kind of a risk as a man who takes a promissory note. In case of a failure a bond may depreciate in value. The bonds of such companies depend upon their profits. When a town or state issues bonds they depend upon the taxes for the payment of their debt. A state or city is not liable to fail, and if one did fail it would be because of poor management.

United States bonds are given by the government, and are considered a safe investment. United States bonds vary in time and rate; the longer time being the smaller rate of interest, and the shorter time having higher interest. The interest is paid by the government by taxes.

The coupon bond signifies, that when interest is due, it can be had of the government, and a coupon is torn off at each payment. Interest can be had upon the bond as long as the coupons last, and after that they can be redeemed at the request of the holder. The coupon bond is usually made out like this 4-25 the four representing the rate per cent. of interest, and the twenty-five the time, and "payable to bearer" or owner.

A registered bond is one where they have the name and address of the owner in the document, and coupon bonds are not registered unless they are made over to registered bonds. Government bonds are named like this; currency 6%, 5-20, 4-25, etc. The owners of United States bonds are not taxed for the wealth they represent. A man is taxed on the value represented by railroad or other bonds. A stockholder is really a proprietor; and a bondholder is really a creditor. When a business is merely paying its way, the bondholder is the most likely to make something on his money because he is sure of his interest all the time while the shareholder will receive a larger interest if the business is flourishing, as he will get a larger dividend.

The stock quotations in the daily papers give the market value of stock that day. These reports come from New York, Chicago, Boston, and San Francisco by telegraph.

The New York Stock Exchange is a company of men, or brokers, of the highest business ability. It is composed of 1150 members. It is a very highly prized thing to have a seat in the stock exchange, and a right of membership can only be obtained in case some member dies, or retires from business.

These men have access to every kind of exchange in the world, and in buying and selling, the greatest excitement prevails; great amounts of stock change hands in a very few seconds. The so-called "bulls," try to keep stock at a high price, while the "bears," try to keep it down. Wall street is the place where the stock exchange is carried on in New York. The stock brokers have a long, age of their own.

A stock broker is one who buys and sells stock for speculators. Brokerage is a commission received by the broker for selling. It is usually less than one per cent. The margin is a deposit left with the broker, by the speculator, to insure the broker against loss.

JENNIE A. TARBOX. Age 14 years.

History Reviews.

By EVA A. MADDEN, Louisville, Ky.

Most teachers find that after a child has gratified his first curiosity about the facts of a history lesson, he feels but little interest in going over the matter again when the time for the inevitable review arrives. For a long time it was with me a question as to how this review could be made interesting to the pupils who were historically *blase*, and would not pretend to possess the interest they did not feel.

The pupils under my charge were occupied in the study of their own state, Kentucky, a history as we all know, full of romance and adventure. While they keenly enjoyed the first reading of the wild adventures of Boone, or Kenton, or the military exploits of Clarke, in the course of the year, these adventures gradually mixed themselves up in the minds of the young students. I suggested that they write me a dialogue for a language lesson, taking some adventures in the life of Boone for the plot. This delighted them and with a little help several very creditable little scenes were prepared to be acted. Other characters from their history were written about, and dialogues and scenes prepared. Then in place

of a reading lesson they acted these dialogues, thus fixing in their minds firmly the events described in their text-book. When they learned them thoroughly, I let them find out how people dressed in the days of the pioneers, and following the descriptions they found, they made themselves suitable costumes for the characters they represented, and their parents were invited, one afternoon to the chapel to see them present their history lesson. These parents were charmed to find that the children had written the "plays," as they kindly called them.

One scene represented the old-fashioned school where Daniel Boone learned to read and write. The characters were the cross old schoolmaster and children of all ages and sizes who noisily toed the mark, while the master followed Solomon's rule concerning the government of children.

Indians, gorgeous in false-faces and feathers, bore off the Boone and Callaway girls, while Mrs. Boone rung her hands, and her husband pursued with gun the wily savages. General Clarke with anger refused the sword sent him by Virginia, and Daniel Boone sorrowly took a farewell look at his beloved Kentucky and gloomily led his family to Missouri. This work, of course, can be done with any history. The value of it lies in its personifying the characters of history, too often only names to children.

It is meritorious as well in combining history, reading, and language work, and also in leading to original investigation. But unless the children do the work of writing the dialogue and scenes and preparing of costumes, more than half the good will be lost.

The dramatic instinct is strongly developed in children, as we know from watching their games, so often revelations of things they have seen, or rude presentations of books they have read. This instinct in children ought in some way to be utilized, and history seems to me to be the field best adapted to the use and proper development. In this Columbian year, the life of the great discoverer might be made interesting to the pupils, if they were permitted to write and act scenes from his career. Costumes are very easily gotten up out of odds and ends produced from the inexhaustible possessions of young children.

Minerals. II.

By M. H. PADDOCK, Jersey City, N. J.

WHEN TO TEACH MINERALOGY.

Minerals are allied either to chemistry or geology. I prefer to connect the branch with chemistry. A mineral is a chemical compound formed in the laboratory of nature. From them we get the elements we deal with in chemistry. Preeminently they illustrate chemistry.

I try to have the pupils represent every element they study in chemistry by at least one mineral which is its source. They have calcium in calcite, strontium in celestite, barium in barite, lithium in spodumene and lepidolite, magnesium in talc, silicon in quartz, and in their various ores the metals. The pupils come to me five times in the week for chemistry. If I can do no other way, I take part of their chemistry hour for instruction in minerals, selling them their minerals, as far as possible, out of class. At present, however, they come to me two extra spare hours each week for study of minerals.

THE NOTE BOOK.

The pupils furnish themselves with a convenient, uniform blank-book. They are directed how to space and arrange the contents in an attractive manner.

On first inner page they insert the following :

I.

Tests for minerals, easily applied, and qualities easily observed :

1. Hardness,	9. Weight,
2. Cleavage with fracture,	10. Solubility in acids,
3. Form of crystal,	11. Fusibility before the blow-pipe (B. B.)
4. Color,	12. B. B. with soda,
5. Streak,	13. B. B. with borax,
6. Luster,	14. B. B. with charcoal,
7. Magnetic properties,	15. Heat in test-tube,
8. Electric properties,	16. Specific gravity.

Under each head they have brief written directions what to note. For instance, under 10 note effervescence, or fumes of H_2S or of SO_2 . Under 12 and 13 the color of any bead. Under 14, the color about the mineral and any globule formed. Under 15, water and fumes in the tube.

Having finished their description they can add any points they may have gained from other sources, including history and use of the mineral. We use for reference a number of copies of Dana's Manual of Mineralogy, which are at the disposal of the pupils. This is an adequate work of low price.

The pupil takes his minerals home and studies them by the above plan. The next day he brings his written work to class, where the pupils read and criticise their work with the minerals at hand. Any work with blow-pipe or acids which the pupil

could not conveniently do otherwise, is then done by pupil or teacher.

Section II., in the note-book is as follows.

II.

Scale of hardness.

This scale, with the minerals described to some extent, is the well-known one found in most manuals. Then follow,

Section III., Kinds of Luster.

Section IV., Degrees of Intensity of Luster.

Section V., Tenacity.

Section VI., Cleavage.

Section VII., Fracture. Several points derived from Manual are given under each section.

Section VIII is label with (1) Name of specimen. (2) Locality—where found. (3) Composition. (4) Hardness; specific gravity.

Section IX contains directions with regard to cataloguing and use of apparatus.

THE SALES.

If the giving out of minerals is systematic, the store work need not consume much time. I have found the following the most expeditious. Having reduced the mineral to suitable size, I arrange them to vary a little in price to compensate for difference in actual value. I then hand out the medium priced ones first, just as they come,—afterwards the others,—being careful to give all pupils equal chance to get the best. I thus give out four or five minerals to each one. I then call the roll and each pupil reports the value of what he or she has received. This I charge in the book. At some time I say, "Now, to-morrow the treasurer will be in his office." They then bring their change and liquidate their accounts amid some merriment. Sometimes I will hear such a remark as, "Oh, Mr. ——, you have taken all my candy money for a week." Another says, "I had to walk home last night after paying for my minerals."

STIMULI TO WORK.

We first began minerals in connection with geology for the purpose of knowing 20 minerals and 20 rocks according to Dana's "Geological Story." No record was kept of what the pupil did in minerals, and no credits or standing allowed in that subject. Afterward, having transferred the subject to the chemical term, with improved boxes and supplies, their work attained such excellence it seemed some notice should be taken of it, and of those who excelled. As gold medals were plentiful, I assented, as an experiment, that a fifteen-dollar gold medal be allotted according to prescribed rules to the one who excelled. Subsequently at the pupils' request it has seemed best to make a separate list of the class for mineralogical work, and "standing" is to be allowed, by arrangement, for work in minerals the same as in other studies.

I mark for minerals, labels, catalogue, description, general appearance and excellence, examining the work of each one carefully. What the effect, if any, of medal and marks is, I cannot positively say. The pupils evidently take note of the fact that there is a medal, and as they are allowed standing in their other studies they probably feel that the high marks they will get in minerals will help their general averages. Still the classes had established their success in minerals before either medal or marks were given, and these were given as due the pupils, not as a stimulus. The first marks will be given, in fact, at end of present term.

Our methods have continued to crystallize, and what we see now may be due mainly to more perfect development of method.

I think the spirit that prevails is due to the attractiveness of the study, the ease with which the facilities may be obtained, and to habit. It being known that the chemistry classes make handsome personal collections of minerals, each class as it comes to chemistry is anxious to begin minerals. Their first day in chemistry may be devoted to the mineralogical blank-book.

THE MEDAL AWARD.

There are several elements. Those contending, each prepare one box of 20 minerals. The medal is based on this box and the balance of the collection.

For the best box of 20 minerals and labeling, the contestant is allowed two points.

For best and most complete mineralogical treatise or thesis on the 20 minerals, two points.

For best and largest general collection, two points.

For best labeling and cataloguing of the collection as a whole, two points.

For best oral examination on entire collection, two points.

The maximum is ten points.

It easily happens that the pupil who understands his collection best, takes the medal, though his collection may not be the largest or most expensive.

There have been given other minor prizes to less fortunate competitors. The winner of the medal leaves his "choice 20" with the school as a memento of the class. As those who contend have each several hundred minerals, the loss of the one box by the winner does not seem to deplete his collection.

The World's Educational Congress.

(Extracts from a paper read by Dr. W. T. Harris, U. S. Commissioner of Education, before the Department of Superintendence of the National Educational Association at Brooklyn, N.Y., February 16, 1892.)

It has been well considered by the World's Columbian Exposition at Chicago that, side by side with the exhibit of material resources of all nations, there should be an exhibit of the spiritual achievements. To use the words of the announcement: "To provide for the proper presentation of the intellectual and moral progress of the world there should be held a series of world's congresses, with the assistance of the leaders in all the chief departments of human achievements." Acting on this idea a program has been mapped out which sets apart each of the six months of the exposition for some one class of these congresses. First, the month of May, 1893, is set apart for art, literature, and music. It is very appropriate that the series should begin with a discussion of the spiritual activities which have for their object the display of human nature,—the manifestation of spirit in material forms,—because the whole exposition rests on this idea. Every international exposition is a revelation of the ideals and achievement of the peoples of the world. For the second month it is proposed to hold the congresses and conventions that relate to religion and morals, including temperance, social reform, and the suppression of vice in all its forms. The third month, July, is set apart for education in all its forms. But not merely school education is provided for in congresses. Besides this there are all manner of learned societies devoted to science, philosophy, and invention which are to meet in conference. For August, the congress of jurists, the students of politics, the framers of laws, and the military, also the secret societies. September is set apart for labor congress and kindred movements, while October closes the series with congresses of agriculture, commerce, and finance.

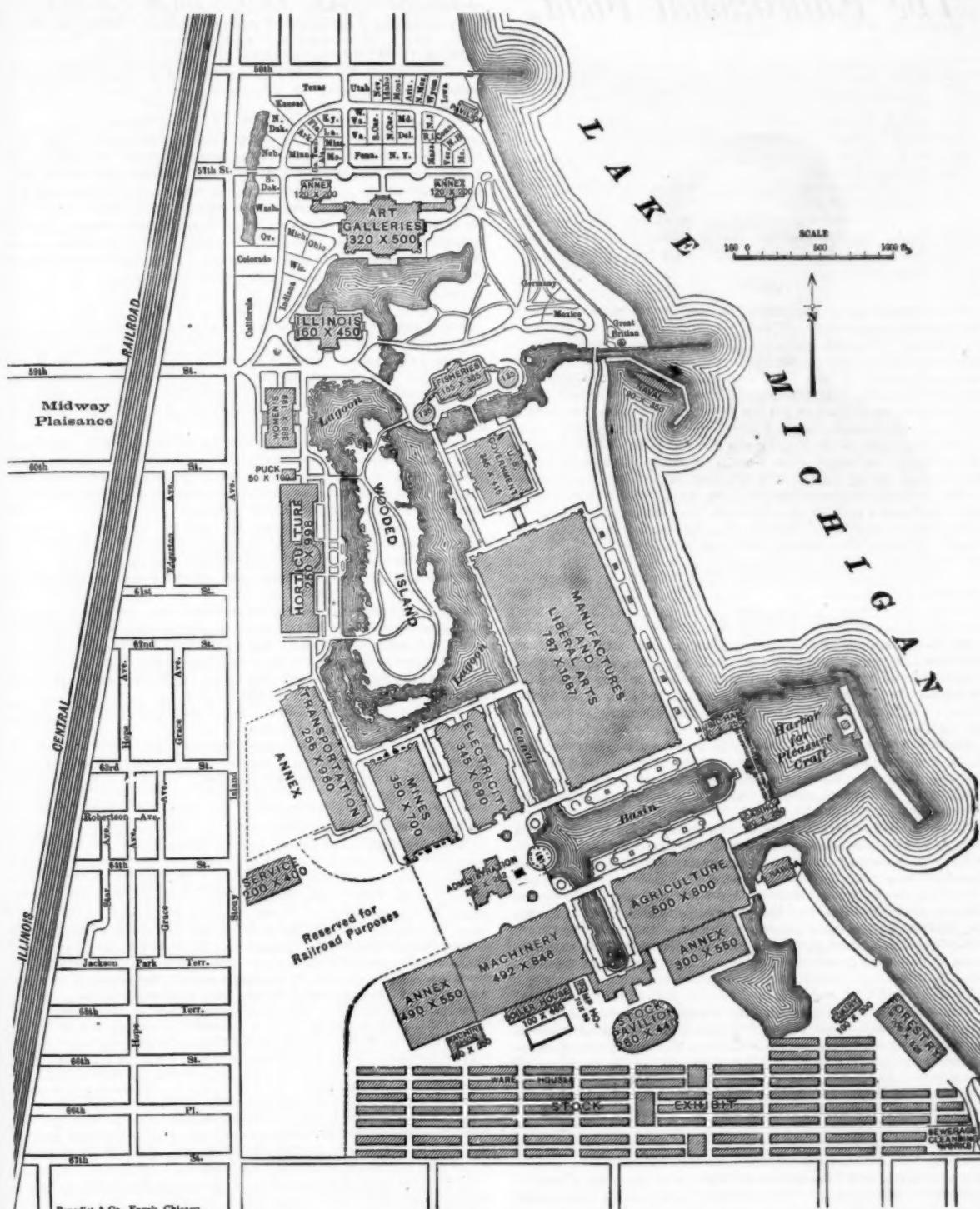
The bare mention of these great spiritual interests impresses us with their vastness. In order properly to provide for such a series of congresses it became evident that a separately organized directory body had to be formed with nearly as much work on its hands as the business of the main exposition. The directory to whom is intrusted this series of congresses is called the "World's Congress Auxiliary," and it consists of local committees resident in Chicago and of advisory councils residing in various parts of the world. The committees resident in Chicago are charged with the management of the whole enterprise.

Returning to the educational congresses in which we are specially interested, we note the local committees and advisory councils have been formed on the departments of higher education, public instruction, music teaching, instruction of the unfortunates, and of special education. The special committee of ten from the National Educational Association appointed on world's congress of educators, has been recognized and made an advisory council on public instruction.

This committee will act in conjunction with the local committees as a joint committee and adopting the action already taken by the latter, proceed to complete the organization of the several departments of the congress by inviting distinguished educational specialists from the foreign nations in Europe and on this continent to join in the work of the following named sections: *a*, kindergarten; *b*, elementary instruction; *c*, secondary instruction; *d*, higher instruction; *e*, normal instruction; *f*, the superintendence of schools; *g*, industrial education; *h*, art education; *i*, musical education; *j*, educational publications and school journals.

What shall be the scope of the work of the World's congress? The program must be skilfully prepared and distributed throughout this country and Europe before the coming summer. The questions must be of international interest and not mere local questions. The following list has been prepared and printed by President Bonney of the Auxiliary, and we can all see that they touch live questions in our educational systems:

- (a) The rational limits of education for children under five years of age, and the like limits for children of ten, fifteen and twenty years of age respectively.
- (b) The rational limits and practical utility of recitations and examinations.
- (c) The rational methods of control and discipline.
- (d) The essential principles and proper place of kindergarten education.
- (e) The essential principles and proper place of manual training and art education.
- (f) The proper office and use of music in the public schools.
- (g) How far agricultural chemistry, economic geometry, economic entomology, and the like branches, should be made a part of the course of instruction in the common schools of agricultural districts.
- (h) How far the use of tools and the sciences applicable to the mechanical arts should be made a part of the course of instruction in schools in villages and cities.
- (i) How far the laws of life and health, and the use of remedies in case of accident or other emergency should be made a part of the course of instruction in the common schools.
- (j) How far the subjects of civil government, embracing the holding of public meetings, the conduct of public business and a knowledge of the laws involved in the everyday proceedings of common life should be taught in the common schools.
- (k) How far the universal principles of morals and religion should be taught in such schools.
- (l) The extension of higher education among the masses of the people.
- (m) The school library as a means of education.
- (n) What reforms in the architecture of modern school buildings and in school furniture and apparatus should be recommended.
- (o) Whether the existing educational systems may be best adapted to the recent enormous increase in all departments of knowledge by dividing the educational term into three periods, during the first of which the scholar should be taught the merest rudiments of the largest practicable number of branches of knowledge, but the details of none except his own language and matters neces-



PLAN OF THE WORLD'S FAIR GROUNDS, JACKSON PARK, CHICAGO.

sarily incident thereto; and during the second of which period he should be taught the exact details of a special course of instruction, selected with reference to his future calling in life; and during the last of which he shall be taught the practical application of technical knowledge to the subjects involved in his proposed life work.

(g) How far uniformity of scholastic attainments should be required and how far prescribed courses of study should be adapted to the intellectual characteristics of individual students.

(h) Whether the manual of arms and the simplest principles of tactics should be taught in the common school, as involving all the substantial benefits now derived from what is known as callisthenics, and giving the students in addition thereto the benefits of superior discipline and decorum, and providing, for the sake of the state, the rudiments of the knowledge necessary to convert the citizen into a soldier for the defence of his country.

(i) The importance of a national civil service academy, in which students selected from each representative district throughout the whole country shall be educated and trained for the civil service as such students are now educated for the military and naval service in the military and naval schools.

(j) The importance of a scientific education for common soldiers and marines, to the end that, when not engaged in military operations, they may be em-

ployed in scientific observations and explorations under the direction of qualified officers, and to the further end that such soldiers and marines may be saved from the habits of dissipation and vice engendered in idleness.

(l) The history, in use, results, condition, and prospects of education in different countries.

We must compare these questions with the existing live questions in Europe and strike the common ground so that the debates may interest alike the delegates from all nations. It has been the custom in international educational congresses to publish in advance the questions and invite written theses to be sent in to the executive committee. From these theses are selected such as are found most suitable to be read and debated at the several sessions of the congress. These are, then, great questions, the pivots, as it were, of all our educational management; and if we can bring out these in our international conference we shall accomplish the best results.

The Educational Field.



Jacob Gould Schurman.

Dr. Schurman, the new president of Cornell university, was born at Prince Edward's Island in 1854. At 14 years of age he resolved to have an education and in 1870 he won the first of the six scholarships established by the government at Prince of Wales college, Charlottetown. This gave him an education for the next two years.

He then entered Acadia college, N. S., where he led his class in all subjects and won several money prizes. In 1875 he won the Canadian Gilchrist scholarship in connection with the University of London, which was worth \$500 a year for three years. Two years later he graduated at the University of London with the University scholarship in philosophy. He was also first man in Greek, English, logic, philosophy, and political economy in University college, winning in the latter a scholarship of \$100 a year for two years.

In 1878, he took his doctor's degree in philosophy, being the only successful candidate of the five who applied. Later he won the Hibbert Traveling Fellowship (\$1000 a year for two years) which was a matter of great competition. He spent the next two years at Heidelberg, where he enjoyed the instruction of the foremost philosophical teachers and writers in Germany.

From 1880-82, he was professor of English literature, political economy, and psychology at Acadia college, N. S., and from 1882-86 professor of metaphysics and English literature in Dalhousie college. Since that date he has been head of the philosophical department at Cornell and since 1891 dean of the Sage school of philosophy. He is also editor of the *Philosophical Review*, and is author of three volumes entitled respectively, "Kartian Ethics and the Ethics of Evolution;" "The Ethical Import of Darwinism," and "Belief in God."

In the work of instruction at Cornell, Dr. Schurman has always had large and enthusiastic classes. His influence has been gradually extending, and since the establishment of the Sage school of philosophy, advanced students have come from foreign and from other American universities to complete their studies. But besides his academic work, he has always asserted himself as a man and as a citizen. He has also been a frequent and favorite lecturer before various organizations, churches, and colleges, on philosophical, religious, educational, social, political, and practical themes.

Chautauqua.

The great assembly at Chautauqua is again in regular session since June 30. The outlook for the season is unusually bright, both as to attractiveness in program and increase in the number of visitors. There are now a large number of people on the assembly grounds, and perhaps more than there ever have been before at this time of the season. Everything is working with regularity, demonstrating the fact that with 19 years of experience the officials have learned to reduce their methods of working to an almost perfect system. The Chautauqua program this year

promises to be of unusual interest. Among those new to the platform are Eggleston, Gates, Booth, Tyler, Gilmore, Rainsford, Schurman, Goodyear, Raymond, Dewey, White, and Mrs. Hall. Dr. J. M. Buckley will appear August 6-10. The Hon. Andrew D. White, ex-president of Cornell university, is another attraction. Dr. F. W. Gunzalus, of Chicago, eloquent as a preacher and popular as a lecturer, will be there during the season.

The Department of Instruction (Teachers' Retreat) will be in session, July 6-23, Col. Francis W. Parker, principal. His accomplished corps of teachers consisting largely of the faculty of Cook county normal will take up the leading subjects of the advanced school curriculum, showing the best methods as the result of psychological principles. There will be, first, a continuance of the work of last year so that students may take an advanced course; and, second, a thorough review of the work of last year allowing students to begin the course; and, third, classes will be formed for practical work in the afternoons.

The University of Minnesota makes a special announcement of a "Teachers' Course" which will extend through two years, and include twenty-four terms of work. The sub-courses are three terms each in pedagogy, history, English literature, Latin, German, French, mathematics, and astronomy, chemistry, physics, physiology, botany, rhetoric, composition, and elocution (the last three, one course), and drawing.

The course in pedagogy will consist of history of educational theories and systems, and conduct of schools, including law, hygiene, and sanitation (1 term); applied psychology in principles and methods of instruction (1 term); critical observation and discussion of representative schools (1 term).

Admission.—The course will be open to graduates of state normal schools; graduates of high schools who have taught one year, and hold a teacher's county certificate or its equivalent; students of the university who are candidates for a bachelor's degree.

Requirements.—Every graduate from the teacher's course must have taken at least one term in psychology, and must have completed not less than five sub-courses, one of which shall be the course in pedagogy. The remaining terms or units of work required may be elected under the same conditions, as are allowed to special students (vid. Calendar, 1892-'93). Students taking the sub-course in Latin must have completed the usual Latin course required by high schools.

The university teacher's certificate will be conferred on all graduates from this course, certifying to the qualification of graduate in the several sub-courses pursued.

Among the many good things said by President McAlister at the New Jersey State Association was the following:

"The desire to understand and govern nature has a large share in making life worth living. The French revolution marked the turning of the tide in this new direction. Steam has closely followed and mighty changes in the social and economic world have been the result. These changes are due to the development of science and industrial emancipation. To this emancipation must be traced the possibility of great standing armies, the power of democracy, the progress of civilization and the material benefits we enjoy. Manual training is one step further in the application of industrial principles. Object teaching, that is, the direct relation of the child to nature, is now generally accepted and is found in nearly every school. Manual training aims to bring out the perceptive power. The cornerstone of manual training is self-activity. We want to put the boy on the right terms with the world. 'Manual training,' says Emerson, 'is knowledge of the external world.' But why should tools be despised? With Carlyle, I believe that 'arms and the man' will no longer be the epic of the age, but tools now and hereafter. The co-ordination of moral and mental training is best done by the use of tools. But the educational world still insists the only way of education is by books."

"The point of mental discipline has been urged in favor of the extensive study of the dead languages. Gen. Walker was about right when he said, 'You can get more mental training from the study of any science than from the dead languages.' I do not wish to decry literature or the wisdom of the ancients. Literature can only afford those high ideals so necessary to the thinking being. It has given us democracy and enlightenment. But we cannot lay too much stress on the power of industrialism and the value of manual training of the young."

At the New Jersey State Teachers' Association, the teachers had the courage to protest against the diversion of the educational money coming from the riparian receipts. Prof. M. H. Paddock, of Jersey City, offered a resolution, which was unanimously adopted, requesting the legislature to restore the receipts to the school fund. This is a good move.

Hood's Sarsaparilla absolutely cures all diseases caused by impure blood. Try it.

Important Events, &c.

The "Current Events" given below have been especially written for use in the school room. They are selected from *OUR TIMES*, published by E. L. Kellogg & Co.; price 50c. a year.

CHINA'S GREATEST STATESMAN.

In the Flower kingdom the name that is in everybody's mouth on account of his success in crushing out the rebellion in the northern provinces, is that of Li Hung Chang. He is the son of a poor wood cutter in the province of Nganwhi. His father having died, his mother married a literary man in better circumstances, and the two sons, Han and Hung, took their step-father's family name, Li. Graduating at the Hanli university, Li Hung Chang entered the imperial army in 1861, during the Taiping rebellion, and succeeded in driving the rebels out of the province of Kiangsu of which he was governor. In 1863, he and the famous Gen. Gordon stormed Soo-chow. Gordon became very angry because Li executed five rebel generals whom he had promised to spare, but afterwards admitted that this act shortened the war. Li's fortunes were considerably advanced by the war, and in 1866 he was made vice regent of the Kiangsi and Kiangsu provinces. When the government, in 1870, was in despair over a threatened attack by Western nations, on account of the massacre of French nuns, Li became prime minister and by his sagacity prevented war. Since the Tonquin war in 1885 he has been creating a navy, and strengthening the fortifications. He is the only Chinaman who understands China's position in relation to treaties with foreign powers. The Mauchu dynasty has always found in him a firm friend.

CHOLERA IN RUSSIA.

The Russians have just experienced a terrible famine, and now they are threatened with an epidemic of cholera. Owing to the rapid spread of the disease there is consternation at Baku, on the west coast of the Caspian sea. The Russian flotilla in that sea has been ordered to watch all ships leaving Persian ports, and a rigid quarantine against Persia has been established. The troops in the towns on the frontier are panic stricken, and the wealthier classes are seeking safety in flight from the infected towns and villages.

MINNESOTA'S TORNADO.

The work of the late tornado in Minnesota was strikingly characteristic of such storms. The storm originated in Martin county and traveled in a northeasterly direction to near Minnesota lake, where it divided, one branch going southeast and the other northeast to the Mississippi river. One writer in describing the storm, said: "During its passage the air was full of debris of every description. Scantling, boards, window sashes, chickens, ducks, and geese were whirled about in the grasp of the current, 200 feet above earth. The cloud rose and fell at intervals of a quarter of a mile, and dozens of houses were wrecked at every swoop." A man was blown from a railroad track and fell on the back of a hog in an adjoining pasture forty feet away. The hog was killed, but the man escaped unhurt. Near Richland an eight months-old baby was found sitting in a swamp where it had been carried by the wind. It was uninjured. In many cases not a vestige remains of buildings. Houses and cattle have been found many miles from where the whirlwind caught them in its grasp. The list of dead and injured is large.

COLUMBUS CELEBRATIONS.—This is to be a year of celebrations on account of the occurrence of the four hundredth anniversary of the discovery of America. Italy will have an exhibition of the agricultural, industrial, and artistic products of that country and America, beginning in July and continuing till October. At Genoa statues of Garibaldi and the duke of Galiera will be unveiled. Celebrations will also be held this year in Madrid, Havana, and the city of Mexico, and the second week in October a great naval display will occur in New York.

THE "TEXAS" LAUNCHED.—The largest battle-ship ever built in this country, christened the Texas, was launched recently at Norfolk. The Texas is 2,600 tons in excess of any other armored ship in our navy.

THE BRITISH WORLD'S FAIR BUILDING.—The English commission have begun work on the British World's fair building. This is the first foreign building to be started.

PROGRESS IN MOROCCO.—The sultan of Morocco recently expressed himself in favor of Morocco entering the postal union, the landing of telegraph cables at Moorish ports, and the construction of a railway from Tangier, the diplomatic capital, to Fez, where the sultan generally resides.

New Books.

Prof. Hiram Corson, of Cornell university, is the author of a little treatise, entitled *A Primer of English Verse*, in which the principles of the poetic art are clearly and ably set forth. Years of study of Shakespeare, Chaucer, Spenser, Milton, and other poets have imparted that breadth of view that is necessary in one who undertakes to write on such a theme. Prof. Corson greatly simplifies the subject by using letters to designate the metrical combinations. For instance, *sxa* represents an iambic verse of five feet, the *x* standing for an unaccented and the *a* for an accented syllable. He considers the qualities of accent, melody, harmony, and rhyme, the effects produced by exceptional and varied meters, of the shifting of the accent, and of an additional unaccented syllable; and then proceeds to give examples of organic variety of measures. An analysis of Tennyson's verses follows, with a thorough consideration of the Spenserian stanza, and the manner in which it has been employed by subsequent poets. Regular types of the sonnet are presented together with many instructive criticisms. Blank verse then comes in for its share of attention. The author makes one feel that the form has as much to do with the effect produced by poetry as the substance. Indeed "soul is form" and high sentiment will naturally seek its most appropriate mode of expression. (Ginn & Co., Boston.)

Baron Posse, who has done more than any other person to extend the use of the *Swedish System of Gymnastics* in this country, and to put it on a correct educational basis, has issued a manual of the system in which he gives, to educators and others, the results of his experience of five years in the work in this country, and of a much longer period of investigation. In this manual the author gives first, the fundamental principles of the system, the positions and movements being fully illustrated by drawings, together with much valuable instruction and advice to teachers. The book contains one hundred progressive tables of exercises which have been so arranged as to suit all the conditions of any school, and with the progressive lists at the end of the book a teacher can easily expand the tables so as to make them correspond to any conditions under which he is teaching. It seems as though this work would be invaluable to instructors and those desiring information on this subject. (Lee & Shepard, Boston. 50 cents.)

The German novel *Soll and Haben (Debit and Credit)*, of Gustav Freytag, one of the best of modern stories, has been condensed from the original, for the use of colleges and schools, by Ida W. Bultmann, teacher of German in the Norwich Free academy. This is a pathetic story of the downfall of an old family, and it is of great interest on account of its pictures of life in the aristocratic and bourgeois classes of society. One difficulty that stood in the way of presenting this work to American schools, its length, was met by a careful abridgment; and another, the copiousness of the vocabulary, by an abundance of notes. These are placed at the foot of the page where they may be consulted without loss of time or interest. The book is bound in cloth, and belongs to the International Modern Language series. (Ginn & Co., Boston. 70 cents.)

The last volume (XLIII.; new series, Vol. XXI.) of *The Century*, includes the numbers of the magazine from November, 1891, to April, 1892, making 960 printed pages, and comprising matter of a varied character and hundreds of illustrations. The latter show the best results of the artistic culture of this century. The literary quality of *The Century* articles is too well known to need any praise. It is sufficiently indicated by the mention of such authors as H. H. Boyesen, E. S. Holden, Edward Atkinson, Edmund Gosse, T. B. Aldrich, Mrs. Burton Harrison, R. M. Johnston, and Brander Matthews. There are articles on Paderewski, the pianist, with portraits; "Mozart;" "Aerial Navigation;" "Solar Eclipses;" "What are Americans Doing in Art?" "Australian Registry of Land Titles;" "Witchcraft;" "The Ocean Postal Service;" "Custer's Last Battle;" "The San Francisco Vigilance Committees;" a description of New York's famous thoroughfare, "The Bowery;" and scores of other articles. First chapters of nearly all the important serial features announced for publication in *The Century* last autumn—Edmund Clarence Stedman's essays on "The Nature and Elements of Poetry;" the series on "The Jews in New York;" "The Farmer and The Government;" "Famous French Musicians;" and the novels, "The Naulahka" and "Characteristics," contributed by Rudyard Kipling in collaboration with Wolcott Balestier, and by Dr. Weir Mitchell—are contained in this volume. The articles on the Italian Old Masters, with Cole's superbly engraved reproductions of their best work, reach in this volume their most interesting point. In the realm of fiction, in addition to "The Nau'a'ka," and "Characteristics," is a novel by Hamlin Garland entitled "Ol' Pap's Flaxen," and short stories by Harry Stillwell Edwards, Viola Roseboro, Thomas Bailey Aldrich, Frank R. Stockton, Virginia Fraser Boyle, Mrs. Burton Harrison, Mary Hallock Foote,

Wolcott Balestier, and many others. The volume contains also a number of poems and the usual departments. (Century Company, New York.)

One of the handsomest, in fact, one of the most satisfactory books, both from a literary and artistic standpoint, lately brought to our notice is *Topical Tales from Shakespeare*, edited by Robert R. Raymond, A. M., a well-known professor of literature. The work is gotten up in a very different shape from that of Lamb. It does not detract anything from those admirable efforts of the gentle Elia and his sister to say that the present tales have points of superiority as reading for the young. In this volume "A Midsummer Night's Dream," "As You Like it," and Julius Caesar are given. A large portion of the language of the plays is included and the author has filled up the gaps with prose narrative. In the illustrations of "A Midsummer Night's Dream," the artist has fully employed his opportunities for the exercise of his fancy, entering fully into the spirit of this most poetical of Shakespeare's plays. Ample justice is also done in the way of illustrations to "As You Like it," and the grand tragedy of "Julius Caesar." The young people who read this book can scarcely fail to imbibe a love for the works of the great dramatist. (Fords, Howard & Hulbert, New York.)

No. 3 of *Murel's Encyclopädisches Wörterbuch*, a dictionary of the English and German languages, with the pronunciation given according to the phonetic system of Toussaint-Langenscheidt, has lately been issued. The English-German vocabulary is carried from *bandy* to *Brahmin*. Judging from the parts that have already appeared the work will be most thorough and comprehensive. (The International News Company, New York.)

Teachers who wish to become thoroughly acquainted with the educational methods of the past will find the matter they want in a condensed and readable shape in the Great Educators Series, edited by Dr. Nicholas Murray Butler. The latest volume, by Thomas Davidson, is entitled *Aristotle and Ancient Educational Ideals*. He has traced "briefly the whole history of Greek education up to Aristotle and down from Aristotle, to show the past which conditioned his theories and the future which was conditioned by them." This has enabled him to show the close connection between Greek education and Greek social and political life. Studied after this plan the life and thought of the Greeks cannot help but have a deep meaning for us. In the first book are considered the character and ideal of Greek education; branches, conditions, and subjects of education; education as influenced by time, place, and circumstances, etc. Then

there is given accounts of the "old education" (776-480 B. C.) and the "new education" (480-338 B. C.) The part devoted to Aristotle considers his life, his philosophy, his theory of the state, his pedagogical state, and his plan of education during the first seven years, from seven to twenty-one, and after twenty-one. The last book treats of the effect of his theories. The bibliography at the end of the book will be found very useful in studying Greek education. No attempt has been made to have the volume appear learned, but this is a point in its favor, as it will be all the more useful to the great body of teachers for whom it is intended. (Charles Scribner's Sons, New York. \$1.00, net.)

In introducing a new edition of *Father Brighthopes*, one of his earliest and most successful books, Mr. Trowbridge gives a short sketch of his experience in getting the volume before the public, which is exceedingly interesting. The volume has been out of print for some time; but the demand for it has been such that the author has revised it, and with new plates and illustrations it will undoubtedly find many old friends and make many new ones among the young readers of the present time. Mr. Trowbridge tells a capital story, draws his characters with a firm hand, has a deal of lurking fun in his composition, and never fails to inculcate a good moral lesson. (Lee & Shepard, Boston. \$1.25.)

An account of a modern Robinson Crusoe is contained in *The Spanish Galleon*, by Charles Sumner Seeley. The hero of the story is a young man to whom has been bequeathed property in the Mohawk valley on which is a large mortgage. In his reading he runs across the account of an ancestor who was a buccaneer. From this he learns of the sinking of a Spanish galleon near a small island in the Caribbean sea over two hundred years ago. He decides to go there, and by raising it obtain the treasure that is on board with which to pay off the debt on his property. During the voyage he is shipwrecked and cast upon this identical island. With nothing to aid him but a photographing apparatus he manages to build a house, a boat, procure fire and food, and do many other extraordinary things. The arrival of two castaways, an old missionary and his daughter, gives a chance for a love episode. After incredible labor the galleon is raised, the gold is recovered, and the party sail away for their home. The story is both instructive and entertaining, and keeps well within the range of plausibility. As necessities arise we are continually wondering what the ingenious island prisoner will do next to overcome the difficulties, and he is always equal to the occasion. The story will be popular, especially among the young. (A. C. McClurg & Co., Chicago. \$1.25.)

Two Important Columbus Books.

CHRISTOPHER COLUMBUS

And how he received and imparted the Spirit of Discovery. By JUSTIN WINSOR, Editor of "The Narrative and Critical History of America." With portraits and maps. Fourth Edition. 8vo, 4.00.

Dr. W. F. POOLE, writing in the *Chicago Dial*, remarks: "It is only recently that the real facts concerning Christopher Columbus have been presented to the public; and Dr. Winsor's attractive work embodies the latest and most authoritative conclusions on the subject which the best European and American research and scholarship have reached."

The *New York Observer* says: "A book which at once combines scholarly character with popular form. . . . The volume is richly supplemented with facsimiles of maps, title pages, and portraits, illustrative of the narrative."

Rev. Dr. J. Max Hark, Chancellor of the Pennsylvania Chautauqua, pronounces this book "a most important and timely one. It is the Columbus book of this Columbian year."

THE DISCOVERY OF AMERICA.

With some account of Ancient America and the Spanish Conquest. By JOHN FISKE. With a steel portrait of Mr. Fiske, many maps and other illustrations. Seventh thousand. 2 vols. crown, 8vo, gilt top, 4.00.

The *New York Times* says: "The book is not at all confined to an account of the work of Columbus and his successors, although that account is, no doubt, the most interesting and will be the most popular part of it. . . . The work is full of valuable information, much of which is fresh, and all of which is freshly expressed, upon a theme of surpassing charm and importance."

The *Critic* of New York observes: "In wealth of maps, diagrams, explanatory notes, references to authorities, thorough literary equipment and charm of style, this book is worthy of the author's great fame."

The Congregationalist of Boston remarks: "From beginning to end this work is engrossing."

For sale by all Booksellers. Sent postpaid on receipt of price by the Publishers.

HOUGHTON, MIFFLIN & CO.,
4 Park St., Boston. 11 East 17th St., New York.

AYER'S PILLS

cure
constipation,
dyspepsia, jaundice,
sick headache.

THE BEST

remedy for
all disorders of
the stomach, liver,
and bowels.

Every Dose Effective

What do you know about the
HISTORY . . .
OF
EDUCATION.

Four Invaluable Books:
BROWNING'S EDUCATIONAL THEORIES. Cloth. 236 pp. Net, postpaid, 45 cents.
KELLOGG'S LIFE OF PESTALOZZI. Paper. 30 pp. Net, postpaid, 18 cents.
QUICK'S EDUCATIONAL REFORMERS. Cloth. 350 pp. Net, postpaid, 88 cents.
REINHART'S HISTORY OF EDUCATION. Limp cloth. 76 pp. Net, postpaid, 23 cents.
E. L. KELLOGG & CO., New York & Chicago

TEACHERS' AGENCIES.

TEACHERS' CO-OPERATIVE ASSOCIATION,

Established in 1884. Positions filled, 2300. Seeks Teachers who are ambitious for advancement rather than those without positions.



THE NATIONAL LEAGUE OF STATE TEACHERS' BUREAUS.

The League consists of a State Bureau in each state. Enrollment in one entitles you to membership in all.

If you want a position or a teacher of any kind, anywhere, at any time, write or telegraph.

ELMON L. MONROE, M. H. PADDICK,
COXSACKIE, N. Y. JERSEY CITY, N. J.
Or any State Manager of the League.

70-72 DEARBORN ST.,
CHICAGO.

TEACHERS' AGENCY OF RELIABLE

American and Foreign Teachers, Professors, and Musicians, of both sexes, for Universities, Colleges, Schools, Families and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property.

E. MIRIAM COYRIE, 150 Fifth Avenue, cor. 20th St., NEW YORK CITY

AMERICAN AND FOREIGN TEACHERS' AGENCY

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governesses, for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, American and Foreign Teachers' Agency,

23 Union Square, NEW YORK.

For larger salaries, or change of location, address Teachers' Co-operative Association, 70 Dearborn St., Chicago. ORVILLE BREWER, Manager.

Schermerhorn's Teachers' Agency
Oldest and best known in U. S.
Established 1855.
3 EAST 14TH STREET, N. Y.

NEW YORK STATE NORMAL AND TRAINING SCHOOLS.

These schools are for residents of the State who intend to teach in the Public Schools of the State.

Diplomas of these schools are licenses for life to teach in the Schools of the State.

The Fall Term begins the first Wednesday of September, and Spring Term first Wednesday in February.

APPOINTMENT.—A person desiring to enter one of these schools should apply to his School Commissioner or City Superintendent who will forward a recommendation of appointment to the State Superintendent, and it will be sent by him to the school to which the appointment is made.

ADMISSION.—A person must be at least 16 years of age, of good moral character, and pass an examination at the school entered in Arithmetic and Grammar, indicating that these subjects can be completed in a term of 20 weeks, also in Geography, Reading, Writing and Spelling, but

A DIPLOMA from a College, High School, Academy, or Academic department of a Union School, a State Certificate, or a 1st or 2nd grade Commissioner's Certificate obtained in the uniform examination, will be accepted in lieu of Entrance Examination.

EXPENSES.—There are no expenses for tuition or the use of text-books, and fare one way is refunded to each student spending an entire term of 20 weeks.

For particulars concerning the several schools send for circulars to the Principals as follows:

Brockport CHAR. D. MCLEAN, LL.B.
Buffalo JAMES M. CAREY, PH.D.
Cortland FRANCIS J. CHENY, PH.D.
Fredonia F. B. PALMER, PH.D.
Genesee JNO. M. MILNE, A.M.
New Paltz FRANK S. CAPON, PH.D.
Oneonta JAMES M. MILNE, PH.D.
Oswego E. A. SHELDON, PH.D.
Plattsburgh FOX HOLDEN, LL.B.
Potsdam THOS. B. STOWELL, PH.D.

Persons graduating from teachers' training classes, hereafter organized, and bringing a second-grade certificate of proficiency from the principal of the school where the work was performed, will be credited with the following subjects complete for the Normal Courses: Arithmetic, Grammar, Descriptive and Political Geography, American History and Civil Government.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

THE FISK TEACHERS' AGENCIES.

EVERETT O. FISK & CO., Proprietors.

SEND TO ANY OF THESE AGENCIES FOR 100-PAGE AGENCY MANUAL, FREE.

7 Tremont Pl., Boston, Mass.; 3 Union Sq., New York; 106 Wabash Ave., Chicago, Ill.; 402 Richardson Blk., Chattanooga, Tenn.; 120½ So. Spring St., Los Angeles, Cal.; 132½ First St., Portland, Ore.

THE NEW AMERICAN TEACHERS' AGENCY.

Teachers seeking positions and those wishing a change at an increased salary should

Address, C. B. RUGGLES & CO., (Palace Hotel Bldg.) Room C, 237 Vine Street, CINCINNATI, OHIO.

PENNSYLVANIA EDUCATIONAL BUREAU. In the list of applicants, whom we had elected to higher salaried places during the week ending June 4, we notice one who has already secured two positions through us, and two who each secured three positions through us. We need more good teachers. We doubt whether any agency in the country has an equal number of vacancies. Circulars free.

L. B. LANDIS, 205 N. 7th Street, Allentown, Pa.

THE UNION TEACHERS' AGENCY

Supplies Teachers with Positions, and Schools with first-class Teachers. Charges no Enrollment Fee but earns Commissions. Sixteen Hundred Teachers actually placed by this Agency. Send stamp for blanks.

W. D. KERR, 44 EAST 14TH STREET, NEW YORK.

ALBANY TEACHERS' AGENCY

Secures good positions for good teachers with good records. We want first-class teachers for all grades, and want them now. Send stamp for Application Form.

W. A. Choate & Co., Proprietors.

H. P. FRENCH, MANAGER.

24 State Street, Albany, N. Y.

NO FEE for registration, commission only. Business-like service. Keeps track of the best Principals, Teachers, or Tutors for Public or Private Schools, Academies, Colleges or Families. Vacancies in variety—many of the best. Blanks for stamp. P. V. HUYSSON, A.M., 2 West 14th St., New York.

AMERICAN SCHOOL BUREAU.

Established 1885.

BUSY SEASON! We have no time now to tell you of all the vacancies we have. Suffice it to say, we have over a thousand on our books, and are getting new ones daily. They are in all lines of educational work, and in all parts of the country. Nearly all direct from employers. Send for Hand Book and circulars. Address

C. J. ALBERT, Manager, The School & College Bureau, Elmhurst, Ill.

The Bridge Teachers' Agency, Bridge & Scott, Managers, 110 Tremont St., Boston. Seventh year of successful work. Positions secured for teachers in all parts of the United States. Teachers desiring to make a change for an increase of salary, or for other reasons, should write us for particulars.

TEACHERS WANTED Vacation Work \$18 to \$50 a Week

Working for the WORLD'S COLUMBIAN EXPOSITION ILLUSTRATED. Authentic Organ of the World's Fair. Now published monthly. During Fair weekly. It makes a COMPLETE ENCYCLOPEDIA OF THE FAIR. Send 20c. for terms and paper containing colored views of buildings.

Also, AUTHENTIC BIRD'S-EYE VIEW, showing in one panoramic scene the Columbian Exposition and SEPARATE BUILDINGS LITHOGRAPHED in richest colors. Size 28x44. (Retail \$12.) Send 50c. for Chart and terms. Every teacher and school should have this chart.

Also, WORLD'S FAIR ALBUM, containing colored Lithographs and descriptions of buildings. (Retail 50c.) Send 25c. for Album and terms. Or send 75c. for all three above.

JAMES B. CAMPBELL, Pres., 159 and 161 Adams St., CHICAGO, ILL., U. S. A.

TEACHERS WANTED.

Would You Teach in the South?

This is the time to register, if you would accept a lucrative position in the South. We have more vacancies than we have registered. Correspondence is cordially invited.

SOUTHERN TEACHERS' BUREAU, WINCHESTER, TENN.

"TEACHERS WANTED.
NEW YORK TEACHERS' CO-OPERATIVE ASSOCIATION.
M. V. RIDGOOD, Manager,
Box 1900.
NEW YORK CITY."

Every Day WE WANT Capable teachers, both men and women for positions in all states, grades of work and at all salaries. Our new forms now ready and business for September '92 has commenced. Are you ready to advance? Have you a vacancy in your school? Will you be our correspondent? It will pay you. Write fully enclosing stamp. Address, NEW YORK EDUCATIONAL BUREAU, H. S. KELLOGG, Manager, 23 Clinton Place, New York. Estab. 1888.

Do Not Wait School Boards are writing us for best teachers in many different lines and soon there will be more places than we have capable teachers to recommend. If you write us fully, sending photo and endorsements we can help you. Send for new form. NEW YORK EDUCATIONAL BUREAU, H. S. KELLOGG, Manager, 23 Clinton Place, New York. Estab. 1888.

Now is the Time

**THE
SCHOOL JOURNAL**
- NEW YORK AND CHICAGO -

PUBLISHED WEEKLY AT \$2.50 A YEAR.

THE SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

Terms for Our Publications:		Per year.
THE SCHOOL JOURNAL.	Weekly.	\$2.50
THE SCHOOL JOURNAL.	Primary Edition.	1.00
THE TEACHERS' INSTITUTE.	Monthly.	1.25
EDUCATIONAL FOUNDATIONS.		
Monthly.		1.00
OUR TIMES.	Monthly.	.50
Club Rates on Application.		

Please send remittances by draft on N. Y., Postal Order, or Registered Letter. Address all letters about subscriptions to our N. Y. office.

E. L. KELLOGG & CO.,
25 Clinton Place, (8th St.) NEW YORK.
WESTERN OFFICE: NEW ENGLAND OFFICE
E. L. KELLOGG & CO., J. L. HAMMETT,
262 Wabash Av., Chicago, Ill. 24 Cornhill, Boston, Mass.
J. I. CHARLOUIS, Business Manager.

Publishers' Desk.

In this year 1892, the four hundredth of the discovery of America, many books on Columbus have been published, but none more important than Justin Winsor's Christopher Columbus and John Fiske's Discovery of America. These books are written by men of well-known scholarship who had every resource at their command. The student who wishes thoroughly to understand the age of discovery cannot afford to overlook these volumes. They are for sale by all publishers or will be sent postpaid by Houghton, Mifflin & Co., Boston.

Who has not heard of Worcester's Dictionary? It is known wherever the English language is spoken. Five thousand copies were sent to Boston, on a single order for use in the public schools. The New York *Evening Post* says: "Worcester's Dictionaries should be used by the youth of the country, and adopted in the common schools." Send for circular and terms for introduction to J. B. Lippincott Co., Philadelphia.

The increasing business of Ginn & Co. has necessitated several removals of their New York office. First they had an office with C. T. Dillingham, then at 20 Bond street, next at 4 Bond, later at 743 Broadway, and a few days ago they occupied the two lower floors of the fine building on the southwest corner of Fifth avenue and Thirteenth street. As this building has recently been purchased by Mr. Geo. A. Plimpton, one of the firm, the location will probably be permanent. The many firms who are removing their offices to Fifth avenue or its vicinity shows that it is likely to become a center of the publishing business. Other publishers have taken apartments in the building occupied by Ginn & Co. Some idea of the variety and value of the textbooks issued by that firm may be obtained from their Catalogue and Announcements for 1892, a substantial book of 162 pages. The common school edition of their catalogue has upwards of 90 pages and is embellished with numerous illustrations. One of their latest announcements is Selections for Memorizing, for primary, grammar, and high school grades, compiled by Supt. Sherman Williams, of Glens Falls, and Supt. L. C. Foster, of Ithaca. The books aims to meet the want for selections that shall aid in teaching patriotism and good morals.

Wm. E. Pulsifer, who was for five years with Ginn & Co., and who has successfully managed the New York office of D. C.

Heath & Co., became a member of the latter firm June 1, 1892.

A test of forty years for a preparation for the skin, establishing a firm belief in its good qualities in the minds of hundreds of users, ought to be sufficient recommendation. Gouraud's Oriental Cream or Magic Beautifier is such a preparation. It removes tan, pimples, freckles, and other blemishes of the complexion. Noted doctors say it is the least harmless of all these compounds. Fred. T. Hopkins, 37 Great Jones street, N. Y., is the proprietor. It is also sold by all druggists and fancy goods dealers throughout the United States, Canada, and Europe.

The Empire state has shown its faith in the public school system by establishing ten normal schools for the training of teachers. These are located at Brockport, Buffalo, Cortland, Fredonia, Geneseo, New Paltz, Oneonta, Oswego, Plattsburg, and Potsdam. These schools are for residents of the state who intend to teach in the public schools of the state. The fall term begins the first Wednesday of September, and spring term first Wednesday in February. Information in regard to appointment, admission, diploma, expenses, etc., will be found on another column.

In case you intend to get another position for next year it is time you secured some one to aid you in your search. One of the most reliable men is W. D. Kerr, of the Union Teachers' Agency, 44 East 14th street, N. Y. He supplies teachers with positions and schools with first class teachers; charges no enrollment fee but earns commissions. Send stamp for blanks.

Within a short time Charles Scribner's Sons have published some very important educational works and more are to follow. Teachers ought to know what they have been doing. Before planning your next year's work send for Scribner's New Educational Catalogue, naming your specialties.

"Excuse haste and a bad pen," said the pig, as he made a hurried exit from his enclosure to the corn-field. Whatever the haste of the writer might be, he would never have to apologize for his writing implement if he used the Spencerian pen. The Standard school brands are: No. 1, college, double elastic action; No. 5, school, medium in flexibility; No. 71, caligraphic; No. 107, rib caligraphic, medium point. The Proprietors and Sole Agents are the Spencerian Pen Co., 810 Broadway, New York.

Superintendents, principals, teachers, and college students, desiring to secure employment at odd hours, or during vacation should address T. M. WILLIAMS, 67 Fifth Avenue, New York.

Are you tired? Do you know that Crosby's Vitalized Phosphites is a special food for the brain and nerves? Prepared according to the formula given by Prof. Percy, it is identical in composition with the phosphoid elements of the human brain and nerves, the principal necessary to prevent disease, to restore and sustain Vital powers. It is a Vital Nutrient Food, enriching the blood, feeding the brain and nerves, and thus it gives endurance for mental labor. It is specially helpful to teachers, to students who have difficulty in remembering their lessons, and all brain workers. It is not a "patent medicine;" the formula is on every label.

A bald head is unnatural and unnecessary. Hall's Hair Renewer will prevent it.



A Veteran
Mr. Joseph Hemmerich, 529 E. 146th St., N. Y. City, in 1862, at the battle of Fair Oaks, was stricken with **Typhoid Fever**, and after a long struggle in hospitals, was discharged as incurable with **Consumption**. He has

since, however, taken Hood's Sarsaparilla, is in good health, and cordially recommends **HOOD'S SARSAPARILLA** as a general blood purifier and **tonic medicine**, especially to his comrades in the G. A. R.

HOOD'S PILLS are hand made, and are perfect in composition, proportion and appearance.

St. Denis Hotel

Broadway and Eleventh St., NEW YORK.

EUROPEAN PLAN.

During the past year the St. Denis has been enlarged by a new and elegant addition which more than doubles its former capacity. Within a radius of a few blocks from the Hotel are all the Educational publishers of the city. The American Book Company, the largest Educational Publishers in the world are directly opposite the Hotel. The well-known Taylor's Restaurant is connected with the St. Denis. Prices are very moderate.

WILLIAM TAYLOR, Proprietor

DRY GOODS.

Silk Department.

ON THE MAIN FLOOR:

Having completed our semi annual inventory and desiring to make room for New Fall Stock, we shall commence next Tuesday morning, July 5, a Special Sale of Summer Silks, as follows:

One lot real India Lyons printed 24-inch Silks, at 60 cents per yard; reduced from \$1.00.

One lot, including Jardiniere and Chameleon effects, changeable and iridescent grounds, in choice designs and colorings, at 75 cents per yard; formerly \$1.25 and \$1.50.

One line of Taffeta Raye and Changeable Surah Grounds, with Damas designs, at 75 cents per yard; former prices \$1.00 and \$1.25.

Our regular customers and strangers in the city should not fail to examine these exceptional values.

James McCreery & Co.,

BROADWAY & 11TH STREET,

NEW YORK.

LADIES!

Use Only

BROWN'S FRENCH DRESSING

on your
Boots
and
Shoes.

Sold by all Dealers.



